DOCUMENT RESUME

ED 202 477 IR 009 354

AUTHOR	Kitchens, James A.
TITLE	The Olney Experiment: A Venture in Coordination and Merger of School and Public Libraries.
INSTITUTION	North Texas State Univ., Denton.
SPONS AGENCY	Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.
PUB DATE	81
GRANT	G007900363
NOTE	87p.; For related documents, see IR 009 355, ED 191 500, and ED 184 586.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Community Development; *Community Information Services; *Community Programs; *Library Cooperation; Library Facilities; Library Services; *Mergers; *Public Libraries; School Community Relationship; *School Libraries; Tables (Data)

ABSTRACT

Both a description of the development of the community library in Olney, Texas, and an evaluation of its services are provided in this report on the merger of the town's three school libraries and one public library. The four libraries, which were all small, inadequate, underbudgeted, and understaffed, were run as a single unit from 1974 until 1979, with a single administration, a single fiscal policy, and a single librarian serving as coordinator. The collections of the four libraries have been merged in the new building which was dedicated in mid-1979, completing the consolidation process. Included in the report are a history of the project from the very beginning in 1971, a discussion of the negative and positive aspects of combined libraries based on a review of the literature, and an analysis of library usage in Olney from 1970 to 1979 which indicates the numerical and fiscal changes occurring after the merger, as well as the extent to which the citizens of this small town use their library. Appendices provide statistical data, interview schedules, detailed findings from the interviews, and a map of the Olney school campus. The bibliography lists 74 references. (RAM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED202477

THE OLNEY EXPERIMENT:
A Venture in Coordination and Merger of School and Public Libraries

James A. Kitchens
Associate Professor of Sociology and Anthropology

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

IR009334

North Texas State University
Denton, Texas
1981

The project presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or the policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

This project was funded by the U.S. Office of Education, Office of Libraries and Learning Resources, Grant No. G007900363.

ACKNOWLEDGMENTS

Any research of a social nature is a collaborative effort, and this work is no exception. Many people gave generously of their time and talents to make possible the study upon which this report is founded. First, to the Office of Education, goes my deepest appreciation for funding the project and to Paul Janaske, who served as Project Officer, my gratitude for his encouragement, cooperation, and friendliness throughout the research period. Second, I offer my gratitude to Lotsee Smith, of Texas Woman's University, for her work in the planning phases of the project and for her counsel as the research was being carried out. Next, I should also like to thank Janice Kee who, while she was not actively involved in this project, has served as inspiration and encouragement in all my efforts of research in the world of libraries. My gratitude also is extended to North Texas State University and to the Department of Sociology and Anthropology, which provided me with comfortable and encouraging environs in which to do my work. Finally, I thank my friends at Olney who, this time as always in the past, have been willing to offer whatever I needed. It is to the people of this warm community that this report is dedicated.

James A. Kitchens
Denton, Texas

TABLE OF CONTENTS

Chapter — Page

I. Introduction 1
II. History of the Olney Community Library 3
- Governance
- The Community
- Personnel and Services
- Construction

III. Survey of the Literature 20
- Introduction
- Negative Point of View
- Positive Point of View

IV. Administration and Budgeting 29
- Duties of the Library Coordinator
- Internal Operations

V. Community Responses 34
VI. Conclusion 42

.....

Appendix

A. Statistics 1970-1979 45
B. Interview Schedules 49
C. Detailed Findings from Interviews 60
D. Olney School Campus 77
Bibliography 78

I. INTRODUCTION

There is a unique library in Olney, Texas—a community library that combines the elementary, junior high, high school, and public libraries. From 1974 to 1979, although the collections were in separate places and Olney had a functionally coordinated library, the four libraries were run as a single unit, had a single administration, a single fiscal system, and a single librarian serving as coordinator. In mid-1979, a new building was dedicated, the collections of the four libraries were merged, and Olney had completed the last significant step in her dream for a community library serving all her citizens, adult and student alike.

This study was designed to assess and evaluate the coordinated library as it existed from its inception to the completion of the new building. At the time the research was conducted, it was too early to evaluate the program as it developed in the new building. Nonetheless, Olney has made a significant contribution to the library world and other small communities in helping to test this unique approach to the delivery of library services. We felt it was important to capture these events descriptively and attempt to evaluate the effectiveness of a coordinated library which merges the functions of school and public libraries. We also believed it was important to gather baseline data at this juncture of the Olney experiment that might be useful in some future evaluation of the Olney library.

We were interested in how this library was operated, what impact it had upon library service and upon the community, how fiscal responsibility was shared, what administrative structure was responsible for it, how day-to-day operations were conducted, what patrons and nonpatrons thought about it, how the staff, teachers, and students responded to it, and what might be the nature as well as the solution of any social or legal problems it might have encountered. To find answers to these and related questions, four different community groups were interviewed in depth. We began with the entire library staff. Then we questioned a sample of teachers and students. Next, we turned to community leaders and members of the relevant boards and councils. Finally, we interviewed a small sample of the community population, both library users and nonusers. In all, sixty people were interviewed with an average length of interview of approximately one hour. Beyond this, we looked carefully at the minutes of the various boards and councils as well as all other written documents concerning the combined library.

The result of our work is this report. We have included a history of the entire project from its beginnings in 1971 through the dedication of the new building. Also included is a survey of the literature dealing with community libraries which puts the Olney library into perspective with similar libraries in the nation and some foreign countries. Further, we have included statistics for library usage from 1970-79 which show the numerical and fiscal changes occurring after the merger and the extent to which the citizens of this small town use their library. It is our hope that this report will be useful beyond the professional librarian who might be interested in its subject matter. It is written for the nonlibrarian—for the City Council member or mayor or average citizen who may want to see improved library service in his or her community as well as for the professional librarian or library educator

It is never a good idea to begin with a conclusion. However, it is important to note at the outset that this is a positive report. It is our opinion, based on the systematic analysis of interview findings, on the results of our search of relevant documents, and on our subjective interpretation of the community's seven-year response to this library, that we are dealing with an unusually successful approach to library service. In addition, we feel that other communities attempting to follow the model developed in Olney may reasonably expect to achieve similar results.

America has been built on the belief that information in the hands of the masses is of benefit to society as a whole. This nation pioneered in public education to insure a literate citizenry. We extended our innovations and experiments into adult education, extension education, computer-based education, and a host of other areas. Central to the dispersing of information, indeed the hub of it all, is the library. The Olney Community Library stands as a part of this innovative tradition and experimentation in educational endeavor. Open to all her citizens—adult, student, and preschoolers—this community library offers information to all comers for education and recreational purposes. The motivation of the community to attempt this venture in library services is a part of the American spirit to improve things, to do them more effectively, to make things better. This report traces their efforts in that direction.

II. HISTORY OF THE OLNEY COMMUNITY LIBRARY

The Community

Olney's history and background are of particular importance, since they affected in a major way the development of a combined library in this small Texas town. Olney, Texas, is a town of 5,000 people on the northwest Texas plains, forty miles south of Wichita Falls. Located in the midst of rich farm and ranch lands, Olney has grown up around the intersection of two highways, one of which is now the main street of town. The citizens of Olney are proud of their town, a pride reflected in the neatly kept residential areas that spread out from the business district. There is a strong sense of togetherness and community spirit in Olney, and people are willing to work together for the good of the whole town.

Like some other small towns, there is a relaxed pace to life there. Life appears ordered and predictable. Unlike other places, however, stability has not made Olney stagnant. Town leaders have successfully attracted small business and industry as well as younger residents whose families will grow up there. Many Olney residents have lived most or all of their lives there, and would not consider living elsewhere. There is little crime in Olney—and most people never lock their cars or houses. Olney is growing and expanding in spite of its small town atmosphere. A new and modern high school was recently finished as well as the new building for the community library.

In 1971, the libraries were one of the areas where growth had not occurred in Olney. The three school libraries and the one public library were all small, inadequate, underbudgeted, and understaffed. The only professional librarian was at the high school. There were no interlibrary loan services, and high school students had to go out of town to find adequate library service to do even the most basic library work. The children's collection in the public library was virtually unusable, and the elementary school library consisted only of small classroom collections. There were no programs or special services offered by any of the libraries to any age group. The library in the old high school was described as "just a room with old books," and although the junior high library was better than the others, it came nowhere close to meeting all the needs of the entire student population. In addition, the small amount of money that was allotted to these libraries was sometimes used to buy materials that were duplicated in two places. The administrative structure of the libraries at that time is detailed in Figure 1.

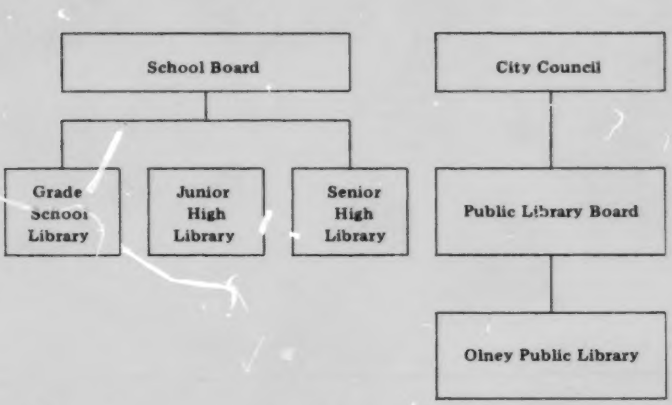


Figure 1. Administrative structure of Olney libraries in 1971.

Entrance to Children's Library featuring arched entryway.

Governance

As Olney's leaders talked about the problem, it seemed that the solution was to combine the four small libraries into one community information center, which then would serve the needs of everyone in the community and function as both a school and a public library. This new library would be directed by a professional librarian who would coordinate the library's various functions. Since all the schools in Olney were located on one campus, the merged library would need to be readily accessible to the school campus and also be near the business district.

The Olney Library Project was begun in 1971 as part of the overall community planning initiated by the selection of Olney as one of Texas' Cities of Tomorrow. Janice Kee, Library Services Program Officer of the regional H.E.W. office in Dallas, was consulted by community leaders. Because of her suggestions, Olney applied to the Office of Education for a grant to help set up the new library. In 1972, a grant was awarded by the Office of Education under the auspices of North Texas State University to study the development, the problems, and the solutions to this new concept in library service and to evaluate its feasibility for other communities. (See Figure 2 for a schematic flow chart of major events in the development of the library.) The guidelines of the research project made it explicit that every effort should be made to let the people in Olney discover their own solutions to the problems that arose, rather than to suggest solutions that someone else had found already. This meant that the citizens of Olney themselves decided what projects and programs they wished to initiate. Once the initial decision was made, experts from the fields of library science, architecture, and government were called in to assist with the details and provide necessary information.

Problems began to arise almost immediately. Since this was a relatively innovative form of library service and since an effort was being made to find solutions from within the community, there were questions about almost every facet of this proposal. Was such a library even legal in Texas? How would the schools' accreditation be affected? How would it be administered, and by whom? What qualifications were necessary for a librarian who would be both a school and a public librarian? How would the library be financed, and who would pay for what? Were there particular architectural needs?

In 1972, the Olney Planning and Zoning Commission appointed a Community Cultural Center Committee (or Steering Committee), composed of representatives from the School Board, the Public Library Board, and the City Council, to begin plans for the new library. At the time that the Library Coordinator was hired in 1972, she was directly responsible to the Public Library Board, the

1971	1972	1973	1974	1979
Olney is appointed by the State of Texas as one of the Governor's Cities of Tomorrow. The idea of a combined school and public library beings to germinate. A committee of citizens is appointed to investigate this possibility.	U.S. Office of Education grant is awarded to North Texas State University to assist the community in developing the idea of a merged library. The grant project is also designed to trace developments and to assess feasibility of the venture. Steering committee from Library Board and School Board appointed to oversee beginning of merged library. Library Coordinator hired to coordinate the three school and public libraries.	Olney Library Authority formed and Steering Committee dismissed. Constitution and by-laws approved. Incorporation of The Olney Community Library.	Olney Community Library Board formed replacing all previous boards as the single administrative agent of the coordinated library. Olney now has a a functionally coordinated, single library system with collections existing in four locations.	New building completed and collections merged.

Figure 2. Schematic flow chart of major events by year for the development of The Olney Community Library

Community Cultural Center Committee, the School Board, and, indirectly, the City Council. This somewhat unwieldy administrative structure is shown in Figure 3.

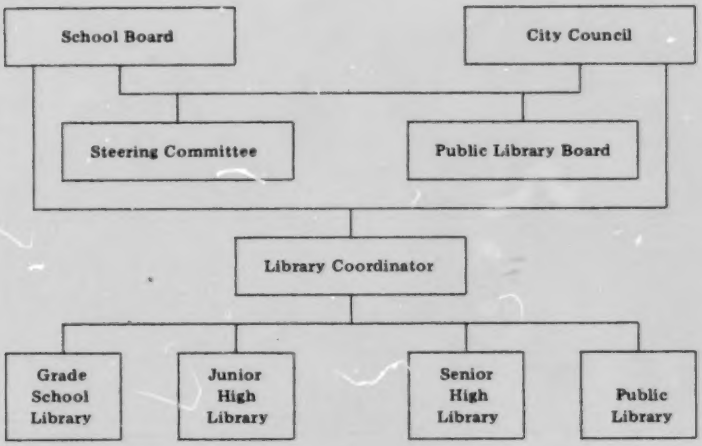


Figure 3. Administrative structure of the Olney Community Library in 1972.

Main Reading Room of Olney Community Library.

It was immediately obvious that the libraries would need to have a coordinated chain of command. However, this structure was maintained until December, 1972. At that time, the Public Library Board, recognizing the Library Coordinator's difficulties in trying to function in such an unwieldy structure, requested that the Community Cultural Center Committee study the problem and make recommendations concerning a single administrative body or board to which the Library Coordinator would be responsible. Thus, the Olney Library Authority was formed in 1973 when these two groups—the Community Cultural Center Committee and the Public Library Board—began meeting together. This group's purpose was threefold, and a committee was appointed to study and report on each of the following areas: 1) a constitution for the new board, 2) policies for the merging libraries, and 3) financial and legal problems related to the merger. These committees were assisted in their duties by the research project staff. The Public Library Board remained a separate entity with membership in the Olney Library Authority. The Community Cultural Center Committee ceased to exist as a separate group when the Olney Library Authority was formed. (This structure is detailed in Figure 4.) During this time, the Public Library Board and the Olney Library Authority held joint meetings. At these meetings, the Public Library Board dealt separately with the business relating to the public library, and the Olney Library Authority dealt with the problems of the merger and the work done by the three committees above.

During the planning for the new board, the problem of its legal status arose and was particularly difficult to resolve. Of major concern was that the new board would fulfill requirements of Texas law for both public and school libraries. The school board and the public library board had been legally recognized entities, but there were no regulations concerning merged authorities. The Texas State Library and the Texas Education Agency were asked for opinions on the plans for the new board. It was then determined that the new board could be considered a legal entity and would meet both the requirements of state law and of these two agencies. Books owned by the library would be counted by both the Texas State Library as a public library and by the Texas Education Association as a school library.

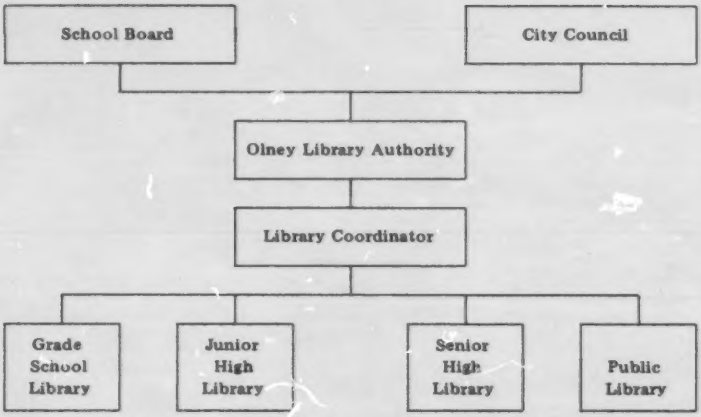


Figure 4. Administrative structure of The Olney Community Library, 1973.

The board's composition and method of formation also had to be determined, since long-term standards needed to be set up at this point. Short-term or unwritten agreements would work only for a short while. Therefore, the future, when the same people would not be available and unwritten agreements would not be remembered, had to be considered carefully.

The subject of incorporation was also discussed during this time. As an incorporated body, the board would contract with both the city council and the school board to provide library service to the community. This would assure added legal status; the board would be able both to borrow and receive money. Gifts to the library could be considered tax deductible with an appropriate Internal Revenue Service ruling. In addition, incorporation would provide a certain legal stability for the future when new personnel replaced those now functioning in the various governing bodies. The city attorney was asked about the legalities of such a move and, after research, reported that there were no legal restrictions. In 1974, after the new board was appointed, the Charter of Incorporation was signed.

The new board was called the Olney Community Library Board. In 1974, after almost a year of work, the Olney Library Authority met with representatives from the city council and the school board for the purpose of approving a constitution for this new board. After the new constitution was adopted, the appointments to the new board were read. The new board convened to elect officers and

to draw lots for staggered terms. The Library Coordinator was authorized to organize a Friends of the Library group, and the board voted to join the Texas Library Association on an institutional basis. In addition, in order to handle strictly public library matters, a Public Library Advisory Committee was named, with meetings to be called by the Library Coordinator.

The constitution for the Olney Community Library Board states its composition:

> The Board shall consist of nine (9) members to be appointed by the Olney Independent School Board and the Olney City Council. The representation of the school board shall consist of four (4) members, one (1) school board member and three (3) other members to be appointed by the board. The representation of the city council shall consist of one (1) city councilman and three (3) citizens-at-large to be appointed by the city council. The ninth member is to be a rural representative living within the bounds of the Olney Independent School District. The school board shall select the ninth member with the approval of the city council.

With the appointment of this board, the problem of the Library Coordinator's having dual responsibility to several governing bodies was solved, since she was now solely responsible to the Olney Community Library Board. This administrative structure is shown in Figure 5.

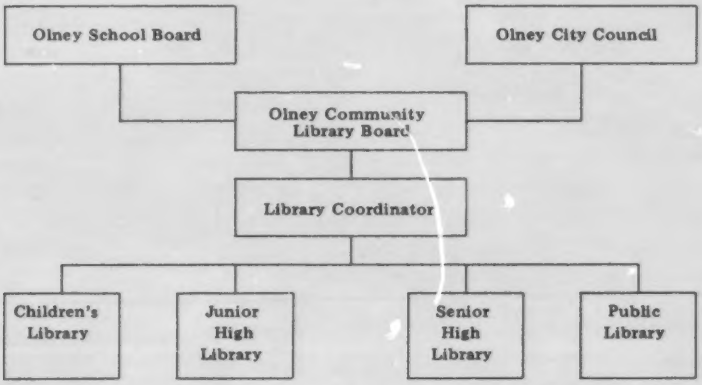


Figure 5. Olney Community Library administrative structure 1974-1979.

Legal problems were not the only ones that Olney faced. The Library Coordinator had to be hired. This person needed to be both a public and a school librarian. In the latter case, a person with a teaching certificate as well as a Master of Library Science degree was needed, since the Library Coordinator would have faculty status. A professional librarian, Ms. Sandra Long, who qualified as both a school and public librarian was hired by the school board, approved by the public library board, and appointed by the Community Culture Center Committee as Library Coordinator for both the public and school libraries. The difficulty in finding such a person lies in the fact that library schools do not prepare their graduates for such a combined position. Indeed, the school-public dichotomy, and, in some cases, competition, exists throughout the library world, in organizations, publications, and in-service training programs of all kinds. The dichotomy exists not only in the more obvious outer signs, but also includes a vast difference in philosophy, begun, perhaps, in library school and perpetuated in the working environment. A librarian willing to wear both hats would then be considered to be neither fish nor fowl. Olney has been fortunate to find two qualified and capable librarians able to meet the unusual criteria of the situation. Both these people have had teaching certificates and course work in both school and public library administration, with an emphasis on the latter.

A young Olney citizen enjoying private use of the stack area.

Personnel and Services

In 1973, the four libraries began to be run as a coordinated unit under Ms. Long's supervision. The children's library was established in 1974, when the elementary school classroom collections and the children's collection from the public library were combined. It was housed in an empty band hall on the school campus, which was extensively renovated for the project. Bright posters, paint, mobiles, and pillows transformed the hemispherical building with its four-tiered floor into a unique and heavily used children's library. The collection was weeded, with the use of Wilson's *Children's Catalog*.

The junior and senior high school collections were also improved extensively, and the Library Coordinator set up her office in the library of the modern, newly completed high school. The card catalog was centralized and housed in the high school library, and all of the libraries were made available to people of all ages. Arrangements were made so that books could be borrowed from one library to the next to provide a maximum amount of material on needed subjects for the students at any of the schools. Classroom collections were also made available on a long-term loan basis to the elementary school teachers to replace the old ones they had given up when the children's library was formed.

Meanwhile, various legal and financial problems were being solved. The new library board was recognized as a legal entity in the state of Texas. The advantages of incorporation were discussed, and the charter signed. In 1972 and 1973 Olney applied for ESEA Title I and II funds. In 1972 Federal Revenue Sharing Funds were requested to develop the centralized card catalog. In 1973 a fund-raising drive for a new building was planned, but owing to the uncertain economic climate, it was delayed until 1976 when the total construction costs were raised in less than four months. The budget was shared by the school board and the city council, with the school contributing the major part of the money. In addition, both governing bodies contributed equally to additional staffing—one full-time aide and the Library Coordinator's summer salary—so that the high school and the children's libraries could stay open during the summer along with the public library. The money to operate the coordinated library was handled by the school district, and public and school funds were kept in separate accounts and spent separately. In essence, the Library Coordinator had two separate budgets to work with and two sets of books to keep.

Changes in the amount and quality of library service available not only to students, but also to the community at large, began shortly after Ms. Long began to coordinate the administration of the four libraries. One of the most successful new services has been

the paperback swap, which began in 1971 with a donation of ninety books. Within four years, the collection contained over 1000 books and was still growing.

In 1973, the McNaughton Plan was instituted to give the library a wider selection of current fiction and nonfiction. Through this plan the library rents a certain number of the newest books, available monthly, for a year and then has the option of buying these at a discount. What is so desirable about this plan is that many popular books are made immediately available to the public, but only those of lasting value will go into the library's permanent collection. McNaughton books were incorporated into a rental collection, which contained more of the newest books purchased by the library, helped defray expenses, and also provided an extra incentive for each patron to return the books as soon as possible. (This collection was incorporated into the regular collection in early 1979.)

If the library does not have a book or piece of information needed by a patron, interlibrary loan services through the Fort Worth Public Library are available. This means the citizens of Olney have access through this system to any book in any public or university library and some special libraries in Texas and, in addition, many libraries throughout the country.

Services to children were upgraded with story hours and a summer reading program. Both were extremely successful and, measured by responses to the interviews, were appreciated not only by the children but also by their parents. Mothers who had been used to children's library programming in the urban areas where they had lived before moving to Olney were disappointed at the lack of service they found there. When programming for preschoolers and younger children was initiated, they responded both immediately and enthusiastically.

Also during 1973-1975 an extensive effort was made to improve the libraries prior to combining them in the new building. Ms. Long divided the emphasis of her work between offering new services at each of the libraries and improving each of them so that they could reach the highest potential possible. Details of coordination and the future combining of the collections also had to be worked out.

The public library was improved by extensive purchase of current nonfiction books. Over 500 new books were purchased during 1973-1975, and approximately 300 more were purchased in 1975-76 with collection enrichment funds provided through the North Texas Library System.

The high school library was improved in many areas. It was situated in the new high school building in a 2000-square foot, well-decorated room, very different from the old high school library. The catalog was completely redone, providing author, title, and

subject cards for all books in the high school library and also serving as a central catalog for the other three libraries. The location of each book is stamped on the reverse of each card.

The book collection was improved extensively, especially in the area of reference materials. Prior to 1975, over 200 reference books had been purchased for the high school library. Most of these were paid for with school funds, although a few were purchased with public library funds and housed in the high school. The high school library had virtually no periodical collection, and so, in 1973, the citizens of Olney were requested to bring in the back issues of certain periodicals in order to set up periodical files. The response was excellent—another evidence of the town's community spirit—and the resulting collection was a major addition to the library's reference materials. With these additions students were able to begin doing all research for term and research papers in the library, without having to go to Wichita Falls or elsewhere for materials.

Two nonfiction areas received special attention during this time—the biographies and the Texas collection. About 200 titles were added in these areas alone. Over 1000 paperbacks were also purchased and classified in six broad subject areas—fiction, nonfiction, classical fiction, drama, biography, or story collections. These areas made it easier for the students to choose books for the six book reports they are required to do each year. Students in Olney used this collection extensively.

Because the high school librarian had not done any orientation work with students, they were not able to make the best use of the new materials that were provided. In order to help correct this, Ms. Long instituted library education training for all of the English classes in both the junior high and high school. Every English class had a one-week course every year, and a seventh grader will have six weeks of library training before he graduates. This means that, when an Olney High School graduate arrives on a college campus as a freshman, s/he will already have the basic training in using a library and doing research that is so necessary in college.

The high school's audio-visual materials were housed in the library, and both hardware and software were checked out to teachers. A microfilm reader was added in 1976 and a microfilm collection begun with the back files of periodicals. More microfilm readers are to be made available to the new library building.

In 1972, the junior high school library was the only one that was providing adequate services, mainly owing to the junior high school library worker, Mrs. Charles Mitchell, who, while not a professional librarian, had built up a fine collection of about 4,000 books. Circulation statistics for this library were consistently comparable to those at the high school library, even though the junior high had only half as many students. There was also a

heavily used Texas collection and a paperback collection as well.

Prior to 1972 study halls were held in the junior high library, but since the practice was discontinued, the librarian has had more time to work with classes needing to do research and to deal with the details involved in the coordination process. This library was the one most affected when materials in the four libraries were made available to all students and the public. Elementary and high school students used it for reports and special projects, and adults found books there that were not available elsewhere.

In 1975, the four libraries had been upgraded, administrative details and problems had been worked out, and the libraries were run as a unit; in addition, plans for a new building sometime in the future were still a hoped-for possibility. However, even though the plan for the Olney Community Library was not yet complete, many advantages could already be seen. Among them, as listed in *The Olney Venture* (the final report for the Office of Education research grant), are the following:

1. A unified program which makes all materials in all libraries available to the total citizenry.
2. A continuous, year-round program which makes use of school collections in the summer.
3. A common direction for all libraries in this community. A unified program with a single administrator insures that the programs and facilities of the public and school libraries are geared to the accomplishment of similar goals without the wasted effort of overlap.
4. The elimination of duplication of collections beyond a necessary minimum in the holdings of the school libraries and the public library. Obviously, this insures the saving of money.
5. A coordinated weeding program that balances the collections of the various libraries involved.
6. Increased reference service, since the holdings and the personnel of all libraries are available to the total citizenry.
7. Facilities and services provided from the state through the Public Library System, readily available to students and faculty.
8. Centralized source of all informational materials available in libraries through a combined catalog. A location stamp on each card identifies the library in which each piece of material is found.
9. Increased use of the public library by students for school assignments as well as for entertainment and recreational use.
10. Increased use of library services due to the publicity and enthusiasm generated by the initiation of a new program.

Construction

Plans for a new library building were begun again in 1977. It was decided that this library should be on a now-empty corner of the campus where the old high school had stood. In 1976 it seemed that the economic climate had improved enough to make a new building feasible. The Sid Richardson Foundation was contacted about a matching funds grant to help employ an architect and cover expenses until a fund drive was held. Three thousand dollars was provided, and the architect was asked to produce a brochure with drawings of the proposed building which could be used during the fund drive.

According to the minutes of the library board, architects from various areas of the state had been considered when the building had been planned several years ago, but it was decided to reopen the search at this time, rather than using the ones previously selected. After several interviews, the architectural firm of Lambert and Dunham of Wichita Falls was selected. Sid Lambert, architect, did extensive research on the Olney Community Library and met frequently with the board and the Library Coordinator in order to understand what was wanted for the new building.

During this time, Ms. Long resigned her position as Library Coordinator, and Ms. Jana Knezek was hired to replace her. Ms. Knezek had had public library training in library school, and she and her husband also had been employed as teachers by the Olney Independent School District for two years. She understood the unique concept of the service offered in Olney and was eager to help make it even more successful. She and Ms. Long worked together for several weeks to ensure a smooth transition period for both staff and public.

The fund drive began in November, 1976, and by March, 1977, the extremely well-organized effort had actually exceeded the $250,000 goal. In addition, the Sid Richardson Foundation gave a grant of $50,000 in matching funds for furnishings; and H.U.D. through Community Development Funds, contributed $150,000. The total cost for the new building was $450,000. Headquarters for the drive was located in the City Hall, where it was quite visible. Publicity was extensive. A breakfast kicked off the drive and acquainted drive chairmen with plans and procedures. Every family and every business was contacted to make either a donation or a pledge. It was a true community effort, as the citizens of Olney once again pulled together. Elementary, junior, and senior high school students wrote letters to the Haggar Foundation, which had donated an all-weather track for the school a few years previously, and after the donation was made, more letters were sent to say thank you. A contest was held to name the new building. The

winner received a color television for the name, The Olney Community Library and Arts Center.

The architect produced a set of plans which the board approved. Ms. Knezek worked with a furniture sales representative to determine what furniture and equipment would be necessary and what colors and styles would fit best in the new building. Bids for various items were received, discussed, and accepted. The ground breaking was held after the Kenneth C. Meyers Construction firm won the construction bid, in June, 1978. The building was dedicated one year later in June, 1979.

There are two main entrances at opposite ends of the building. As one enters the main entrance from the parking lot, it is possible to see all the way through the building to the door facing the elementary school campus. This wide sweep of open space gives the building a feel of openness and spaciousness in spite of its less than 10,000 square feet. Just inside the door and to the right are the areas for microfilm and microfiche, the meeting room, and a long wall used for a changing art exhibit. The circulation desk, with office space behind it, is next to the children's room, just inside the door leading to the campus. On the left, opposite the audio-visual area, are tall, modern, light oak stacks, as yet only partially filled with the library's approximately 30,000 volumes. The collection could almost double before space becomes a problem. A sharp left turn just inside the door, before the stacks begin, brings one into a comfortable lounge area with food and drink machines and easy chairs. The paperback swap area almost fills one wall. The opposite wall is entirely glass, which continues down the length of the building, adding to the feeling of spaciousness. Book stacks do not extend all the way to this glass wall, leaving a generous amount of room for tables and chairs. The fiction and nonfiction areas are separated by a grouping of lounge chairs which extends almost the full width of the building. The card catalog is near the nonfiction stacks and opposite the circulation desk. There are two separately housed collections, the Texas collection and a World War II collection donated by the Ray Perkins family. This latter collection is housed in its own small, but luxurious room just inside the door to the school campus, opposite the children's room.

The children's room is one of the focal points of the building and is as exciting and unusual as the library in the renovated band hall was. Its design shows the strong influence of the successful experience at the previous location. The archway entrance is a multicolored rainbow. Just inside and to one side, the children's circulation desk and several low reading tables and chairs are in the only part of the room at floor level with the rest of the building. The remainder of the room is on several different tiers, as the band hall was. The highest level is around the walls, mostly used for low,

widely spaced book stacks. The two outside walls have large picture windows, with room in front of them to sit and look out. The center of the room is a pit with a multilevelled structure around its sides. It is completely carpeted, with cushions and cubby holes that invite one to curl up and read or play. It attracts children, no matter how old they are. Easily visible from the entrance, this is where they head first. A medley of exciting shapes and colors, this children's room is both fun and functional.

Meanwhile, details of daily life in each of the libraries had to be sustained. Cataloging, processing, weeding, purchasing, training, and teaching still had to go on. It was a busy time for both Ms. Knezek and for her staff.

When the bookshelves arrived and were set in place, Ms. Knezek drew up master plans, numbering each shelf, labeling each with instructions as to which books were to be shelved there. Prior to the move, Mrs. Mitchell labeled all the junior high books with red dots so that her students could tell at a glance which ones were "theirs." This was also continued after the move was complete and has worked very well.

The actual move was done while school was still in session, the manpower provided by junior high school students, spearheaded by Mrs. Mitchell. About 26,000 books, A-V hard and software, supplies, office equipment, etc. were moved. Boxes of books were brought to the new building and shelved according to the master plan and labels drawn up by Ms. Knezek. Students with pickups helped, and grocery carts were used. To move the public library collection, students were bused to the old public library location, loaded up with boxes, and bused back. The children's collection from the children's library was moved into the new children's room, using upper elementary school children and grocery carts for transportation over the short distance between the two buildings. Adult and student volunteers intershelved the junior high, senior high, and public library collections. During this time, Ms. Janette Ross, the high school library worker, organized high school students to move office and other equipment, using pickups and vans.

In two days everything was in the new building. Limited service was provided for several weeks while the final arranging and organizing was done. On June 10, 1979, the Olney Community Library and Arts Center opened officially with a dedication ceremony and open house-art show.

Hours were changed after the move, and the board reevaluated the budget, taking higher utility costs and other new items into consideration. The city council increased its support at this time as well. Funding was not altered after the reevaluation. The school district was responsible for salaries, periodicals, custodial services,

approximately 45 percent of the books, postage, supplies, and processing. The city paid for utilities, approximately 55 percent of the books, postage, supplies, and processing.

In addition to the previous staff, one full-time CETA employee was hired. High school students were used during school hours to staff the circulation desk, shelve periodicals, and run errands. Students can receive credits toward graduation for this work. Figure 6 reflects the administrative structure since the new building has been in operation.

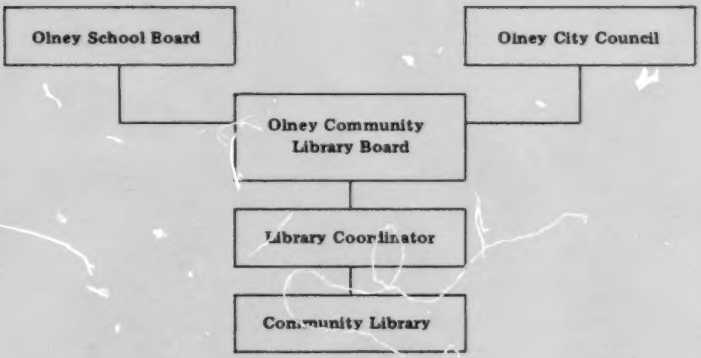


Figure 6. Current administrative structure of the Olney Community Library.

A view of the main street in Olney, Texas.

III. SURVEY OF THE LITERATURE

Introduction

The subject of combined school and public libraries and cooperation between these two entities has always been of interest among librarians. In these days of shrinking tax dollars and reduction of services, this subject has never been more significant. This interest is epitimized by Berry[1*], editor of *Library Journal*, when he says,

> As experts in library service, including its management, the time is now, all over the U.S., to begin to face the inevitable pressure to develop an efficient, economical, and comprehensive library service for children and young adults. We can no longer justify separate public and school library services. . . . If school and public librarians don't get together, and begin to develop combinations for their services, the citizens and politicians will do it for them . . . [and] budget cutters define the result. . . . If we define and develop the combinations ourselves, we might discover the result is better library service for our young people, and better support for it.

The concept of combined libraries is widespread, being found not only in the United States, but also in Canada, Great Britain, Australia, New Zealand, and various European countries. Opinion about the concept is varied. Some persons are strong advocates of combined libraries; others see the concept as idealistic but basically unworkable. And, not surprisingly, the literature dealing with this approach to library services falls into these two categories. Written from a number of points of view and by persons of disparate educational backgrounds, articles and books dealing with this subject almost invariably are either strong proponents or avid antagonists of the idea of combining the function and collection of public and school libraries. Our purpose here is to look at the recent literature on this subject in order to delineate various positions and determine basic reasons for both positive and negative attitudes. It is important to note that no effort has been made to survey the literature on cooperation between school and public libraries.

Negative Point of View

A chronological ordering of articles against combined school and public libraries reveals a remarkable similarity across time, showing that the same problems have existed, frequently unsolved, in many different attempts to combine libraries.

*Numbers following names refer to the Bibliography at the end of this report where full bibliographic information may be found for each reference.

Peterson,[46] in his article "Public Library Branches in School Buildings," calls the combined library "a misguided attempt to get something for nothing." He cites various problems that can occur. The public library interferes with the school program and is unable to provide adequate service to adults. The methods of operation and leadership are different in school and public libraries, thus causing conflict. Location and accessibility for both students and public are difficult to arrange. The size is also a problem, since the school cannot sacrifice enough space for an adequate public library branch, but only enough for a school library, which is considerably smaller. Various administrative problems are likely to arise concerning the chain of command—e.g., the school librarian reports to the principal. Is the public librarian in a school-housed branch to report to him also, and, if not, would this not be a source of difficulty with other teachers? There can also be a problem meeting either or both school and public library standards.

In 1963, White[47] published a major study of the combined library, entitled *The School-Housed Public Library—A Survey*. At that time, opposition to a public library located in a school was high. Seventy-two percent of the libraries surveyed were opposed to the concept, 14 percent thought it might be possible under certain conditions, 7½ percent were neither for nor against, and 6½ percent were in favor of the concept. White also discovered that, although the idea is not new, library literature from the 1940's through the 1960's has been almost unanimously against combined libraries. The results of this study were even more significant because they had been obtained from librarians working in over 150 school-housed public libraries.

A report on the Portsmouth Public Library branch in the Manor High School by Whitney[48] and Burgess, "Nix on a Mix—Problems of a School/Public Library," details some of the many problems that could exist in a combined library. It was "trouble from the start," according to the authors. The idea had been developed by the school system to promote the new high school as a community education center. The public library was not consulted until after the plans were drawn up, and even then it was not formally consulted, but instead had to depend on the grapevine. The plans were "totally unworkable for a public library." The public library administration protested, citing poor location and inadequate size as the major complaints. After the building was complete and the library opened, there were daily problems, which, although not always serious, greatly increased the tension level of the library staff and eroded the relations between the library and the school administration. No one knew how to change the thermostat or who to contact to do it. Mail was routinely misdirected. Noise from the school was too loud inside the library for patrons or staff to work.

The coordinated book collection was frowned on, since the school had rigid restrictions about what was allowed in a school library. There was no cooperation from the school administration concerning the controversial books in the collection or the parking lot problem. The public library lot was quite small, and students customarily filled it up every day without being ticketed. However, public library patrons who used the students' lot were given tickets. In addition, there were other negative psychological factors involved. There were few assets, and these did not make up for the problems.

The Department of Education and Science in England,[28] reported in *The School Librarian* in September, 1970, that it does not believe facilities can be shared successfully. Some reasons were listed: students must feel the school library is a part of their school, not a public agency. Teachers can only feel that the school library is under their control if a faculty member is the librarian; a joint facility would hinder this. The school library and staff should be controlled by the school heads; a branch library could not be. There are differing philosophies for school and public libraries, resulting in less enriched teaching because the library staff has no intimate understanding of what teaching is. The policy and administration of the school library must be controlled by school needs, which public libraries cannot do—especially in book selection. Presence of public rooms on the school grounds with people coming and going during school hours while students need to study "is bound to be an embarrassment to the school, and may seriously interfere with . . . control of the premises and pupils."

Some of these same objections were listed by Laughlin[29] in the article "School Media Center—Public Library Relationships," published in 1976, six years after the previous report in *The School Librarian*. Included are such factors as psychological barriers to the community, physical barriers for handicapped adults, negative attitudes in the community, and higher cost. Cooperation can help with many processes—book selection, technical processing, mass assignments, programming, interlibrary loan—but only when there are two separate facilities. In addition, having two facilities gives the child two places where reading and books are considered important.

In 1975,[30] library officials in Wisconsin drafted a new policy statement, urging cooperation, but not merger or consolidation under one board or in one facility. The Metropolitan Toronto school system decided against either joint facilities or deposit collections, according to Pettem's[47] October, 1978, *Canadian Library Journal* article. However, a joint committee of both the public library and school boards was formed to promote and develop library services in both school and public facilities.

Although there was some friction at first between staffs because of the changes made by this committee, satisfactory adjustments were soon made. Staff attitudes and trust between the two staffs were stressed as being most important.

In 1978 a state convention met in Iowa to study "the state of the art of the combined library." Stick[19] reported the results, which were somewhat negative, in *Library Journal*. The combined facility was generally considered ineffective, serving neither school nor public adequately. Factors for success were considered to be the need for improved service, resource sharing, advanced technology, and shared catalogs. Responsibilities of each institution must be stated clearly. Each must benefit individually as well as collectively, and each must decide individually what it will both gain and lose. Cooperation must be voluntary, but benefits cannot be guaranteed in advance. Objective evaluation is essential.

Positive Point of View

There are combined libraries that work very well and are considered successful by staff, patrons, and administration. Garrison[21] edited a collection of reports from the Conference on Total Community Library Service, May, 1972. Included in these are studies of library education, new trends in community service, media services in the community library, and various methods of cooperation at a community level.

Horncastle[27] in a 1973 article, "A Public Library Within a School; Can It Work," discusses a combined library in Marysville, New Brunswick. A new elementary school was planned, which would have room for a public library branch. The public library was looking for a way to expand. Through the combined efforts of the Public Library Board, the York Regional Library Board, the Board of School Trustees, District No. 26, and the Town Council, an arrangement was made to have the public library in the school, but remain a branch of the York Regional Library. After four months of operation, there have been many benefits for both institutions. Advantages have included a trained library staff, assisted by the regional library staff, greater flexibility in programming, and a growth in the use of the facility. The library is a link between the school and the community; school officials have another vehicle for personal contact with the community. Parents feel more contact with school personnel also. The public does not see it as a school library, and usage is extensive enough for an expansion to be planned across the hall from the original facility to provide reading, reference, and large-group instruction. The library satisfies all concerned and provides efficient and economical service to both school and public patrons.

In 1973, Kitchens[32] published the first of several articles about the Olney Community Library in Olney, Texas. This combined facility was the subject of a 1971-74 Office of Education study directed by Kitchens. He discusses various problems in Olney which had to be solved prior to the study's completion. Included in these are tradition and the need to break with the way things always had been done, the community's inability to see problems in the merger process, and the need for extensive planning necessary to overcome them. The struggle for power is also a problem, since new lines of authority must be drawn as new groups are set up to deal with the new facility. Involved with this is the problem of administration—who will do it, and how will the chain of command be set up. Patterns of funding must be determined. The location of the building and the layout of the library are other crucial problems. Other considerations involve finding a librarian with both school and public training and dealing with regional, state, and federal authorities.

In "Community/School Library: A Place of Reading and Renewal," Kitchens[31] describes the Olney library itself and the successful conclusion of the study. This positive approach to community libraries is expanded in *The Olney Venture*, also by Kitchens.[33] It is a field report of this study, with details both on how the Olney library was set up and how others in similar communities can decide if combined library service is right for them. Advantages of the merger include the following: (1) all material is available to everyone; (2) material in school libraries is available year-round; (3) all community libraries share a common goal; (4) less duplication of materials is experienced; (5) there is increased reference service; (6) a centralized catalog exists; and (7) there is increased use of the libraries. Appendices include the Olney Library Board Constitution, which gives administrative details.

In 1975, *Library Journal*[34] reported on two more successful combined libraries. In Minnesota, the Pipestone District 583 Community Library is funded by both the city and the school district, and the Community Library Board providing advice and recommendations. Since the merger, holdings have increased, including AV materials, and the library is considered to be very successful. In Merion Township, Pennsylvania, a forty-two-year-old library and an eighty-two-year-old elementary school merged and are now in one new facility, which includes the library, a meeting room, and a large cafeteria multipurpose room.

Middleton and Scott[42] report on the Wendell Smith Library—the first of its kind in Chicago. It was planned jointly by the Board of Education and the Chicago Public Library and is located in a school in a park, with a high school, junior college, and university all within walking distance. The staff is supplied jointly by the

Board of Education and the public library, and staff members work hours appropriate to either a school library or small public library branch. The budget is supplied by both the school and the public library, as was the original collection of books. Circulation and overdue fines are handled by the public library. Advantages include the facts that the library is open in the evenings and more programming, more books, and more equipment are available than were previously. However, the hardest task has been changing the employees' attitudes and helping them adjust to the philosophy of the combined library.

In 1977 two major studies were done on the combined library. Woolard summarized the first of these in an article in *Illinois Libraries*.[72] Results which were significant in affecting the success of merged ventures were as follows: libraries were usually in communities of less than 10,000; there was usually a lack of separate school or public facilities; town leaders were usually responsible for initiating the merger. Combined libraries were most often located on school campuses; most libraries had two or more professional librarians, who served all patrons, regardless of the source of their appointment. The organizational structure of the governing bodies differed widely, although there was little variation in policy matters.

Advantages listed were better selection of material, less duplication of materials, better use of finances, more availability of audio-visual materials, and a wider range of media services. Fourteen disadvantages were listed, most having to do with various kinds of administrative or governing problems. Lack of communication and coordination seemed to be a major factor. Adults were reluctant to use school-housed public libraries for several reasons—noise, the school setting, inconvenient location, lack of adequate parking. Buildings and budgets were not large enough to serve both school and public needs adequately. With these advantages and disadvantages in mind, Woolard recommends the combined library for communities of 10,000 or less that have no other library facility with professional staffing.

Aaron[1] did a study for the Florida State Library which corroborates some of Woolard's findings. Aaron also found that a community which has adequate separate school and public library facilities will not have better service from a combined library. If a community decides on a combined facility, it should be aware that this type of service usually costs more than service did previously, since it is actually not only a merging but also an upgrading of service. Six recommendations were made based on the study's findings: plans for improved library service should be in the context of improving services to the community in all areas. Community librarians should take full advantage of regional cooperation on

both a school and public level. Governing bodies should be formally defined with legal documents. The program should not be two separate programs in one building, but should be integrated into one. There should be a maximum amount of cooperation between school and public libraries. A method of evaluating the program should be created.

MacDonald[40] discusses guidelines for combined libraries in New Zealand. She mentions problems unique to New Zealand that have to be overcome. Although there are difficulties to be considered, she concludes that this type of library is one that would work in that country.

Jones[29] discusses combined libraries in England, first from a historical and then a more modern viewpoint, and cites four major problems. School sites are not appropriate for public libraries; the librarian must "serve two masters"; there may be a conflict of interest between adults and children; multimedia resource centers in schools may make schools less willing to merge. There are ways to overcome each of these, however, and Jones discusses these as well in detail. The combined libraries most likely to be successful are the ones built for that purpose, which Jones feels do have a place and serve a purpose more effectively than two independent libraries.

During 1977, Tait[39] visited several combined libraries in Australia, finding the same advantages and disadvantages that have been cited elsewhere and also pointing out that a building designed for a dual purpose is certainly the most effective. In 1978, Jones[30] reported in *New Zealand Libraries* that the Kuron Community Library was a very successful venture. It is located on the high school campus and is administered by a joint committee of city and school officials. After one year a number of advantages were noted: there was a wider range of books; children learned how to use the library properly; and the school and community worked more closely together. The library's success was attributed to a good book collection, highly competent staff, pleasant atmosphere, positive desire of everyone involved to make it work.

In 1978, Dwyer[16] published a report, *Cooperation or Compromise*, on school/community libraries in Australia that surveys in detail twenty combined libraries of varying sizes. Details of funding, daily operations, staffing, and community response are given in each case, as well as some of the reasons for the project's success or failure. Dwyer seems to feel that the rapid proliferation of these libraries in Australia during the past few years points to a new era of librarianship. These combined libraries are formed in response to a need for both public and school service in areas where it is not economically feasible to provide them separately. He points out the need for library education, standards, and standardization to ensure that haphazard and uncoordinated planning does not result

because of this lack of criteria. Because the prevailing attitude in areas where these combined libraries have sprung up seems to be one of serving as many people as possible, he sees them as a positive development in the field and one that should be encouraged.

In 1979, Kitchens and Bodart[14] brought up to date previous articles on the Olney Community Library in *Texas Libraries*. The early success of the project continued over the next five years, and a new building was opened in June 1979. This building, which reflects the care and planning lavished on it, provides a high level of excellent service. This kind of library service is not always available in small towns the size of Olney and is greatly appreciated by Olney residents. One evidence is that circulation figures have increased steadily since the consolidation.

In conclusion, there seem to be somewhat universal reasons for the success or failure of the combined libraries in each of these studies. Reasons for an unsuccessful program, or for not trying a combined program at all, seem to center around two main areas: various philosophical/administrative conflicts and problems having to do with the actual physical facility. School administrators feel that a library in a school should be under their control. This is not possible when the library is a public branch within the school. In this situation, the librarian must deal with two administrators (school district and public library), whose interests may well be in conflict. If these two administrations do not communicate and cooperate, it creates a difficult, if not impossible, situation. If one of these two governing bodies is not in favor of the combined library and works against it, failure seems almost certain. The philosophies of library work in the school and public areas are quite different. No library can fully represent both of them at once. If there is no give and take on a philosophical level, the library will have no focus, no goal. The book collection can be a reflection of this problem. It must satisfy the needs of both the school and public library patrons. Books not usually in a school library must be available to public patrons. School-oriented materials must also be available to students. In addition, higher cost is considered to be detrimental.

Problems with the physical location of the library seem to pertain only to the public library located within a school. Many times, not enough space is allowed. A combined library, having to satisfy the needs of two different kinds of patrons, must be larger than a school library. This extra space is not always allowed for. The location within the school is another problem, since adult patrons will not be as likely to use the library if it is in the middle of the school and not directly accessible. There are also barriers for the physically handicapped inherent in some schools. Provisions must be made to overcome these. Frequently, the location of the school

itself is not the best location for a library. Parking space is also a problem. White's 1963 study showed that, for some of the above reasons, 72 percent of the librarians surveyed were not in favor of a public library in a school.

There also seem to be somewhat uniform reasons why some combined libraries are successful. Cooperation between the various governing bodies was mentioned in every instance as being of major importance. A dual-purpose building, rather than one which had originally been intended for either school or public use, is also considered to be very important. There should be only one program of service in the library, rather than two programs run separately. The size of the town is also crucial—a population of about 10,000 or less would seem to be best. The staff and administration need to have a positive attitude about the venture. Communication between staff, community, and administration is important in solving problems at all levels. Since problems do occur, careful planning by all people and governing bodies involved is necessary in order to eliminate some problems before they occur.

Many advantages to a combined library were mentioned. These included trained staff, greater use of a public facility, more programming flexibility, increased school administration/community communication, better use of materials, less duplication of materials, and increased reference service. Other advantages were better use of tax funds, more media services, and sharing of a common goal by all libraries in the community.

To summarize, although the combined library does not work in every situation, this survey would seem to indicate that in a small town, where a spirit of cooperation is present among governing bodies, where planning has a high priority, and where a sufficient amount of funding is provided, the combined library can be a success.

IV. ADMINISTRATION AND BUDGETING

Duties of the Library Coordinator

The Library Coordinator was responsible for the administration of the combined library. Prior to merger of the collections, she was responsible for all four of the libraries in Olney and reported to the library board. She supervised the daily running of the libraries, hired and fired personnel, did technical processing, and unified collection development, programming, and reference work with both students and adults. She had two separate budgets to work with and was responsible for drawing up an annual budget request for the board. In addition, she was responsible for preparing the collections for merging in the new building and for helping plan the new building itself. The line of authority went through her from her staff to the board, to which she was solely responsible. She also worked twelve months a year, rather than nine, and kept the high school, public, and children's libraries open during the summer. All these duties continued when the collections were merged in the new building.

Internal Operations

Much of the daily operation of the four libraries in Olney was identical with that in other small libraries. In several areas, details were worked out in the most expedient way, avoiding unnecessary complexity. The same cooperative spirit that characterized the formation of the governing board is also visible in the day-to-day administration.

Acquisitions: Acquisitions were handled centrally from the high school library. There was almost no necessity for buying more than one copy of any title. In a very few cases, two copies were bought, and the second one put in the public library. People were used to being told that the book they wanted was at another library. Since the Library Coordinator travelled frequently between the libraries, she could deliver the book either that same day or the next. This was done on a relatively informal basis. Patrons, of course, could also go get the book right away, if necessary. Periodicals and A/V materials were purchased and centrally housed at the high school library. The public library had the only other periodicals—*Consumer Reports*—and a few old records.

Ordering: The junior high, children's, and public library workers turned in orders to the Library Coordinator. She then checked the card catalog at the high school library and the order file. Books were sent to the high school, sorted, and sent to the library that had ordered them.

Technical Processing: Processing was standard for all four libraries, but was done in each location in order to divide the

workload. Cards were ordered from the jobber with the books. Each library aide checked the cataloging to make sure that the call number on the card was the one Olney used for that subject. Problems or books without cards were returned to the Library Coordinator. Very simple or obvious changes, however, were handled by the aides in each location. Processing for periodicals was handled centrally as were all repair, and binding too was centrally contracted for.

The central card catalog at the high school was the only complete (author/title/subject) one kept up to date. There were author/title catalogs at the junior high and public libraries. The junior high catalog was updated, but the public catalog was not updated after the central catalog began. The shelf lists for the high school, junior high, and public libraries were combined and kept at the high school. The children's shelf list and card catalog was completely separate and kept at the children's library. At the time of the move to the new building, the children's card catalog had just been completed, although the shelf list was still incomplete.

Reference and Interlibrary Loan Services: The only reference collection was at the high school library. Reference questions from the other libraries were phoned in to the Library Coordinator. If she were not there, the high school aide answered what she could and reported to the Library Coordinator what she had done. If necessary, the Coordinator then did follow-up work. If the high school library worker could not answer the question, it was saved for the Library Coordinator. This was actually a rather minor function, since the majority of reference questions were from high school students. There were no charges for reference services to anyone.

Interlibrary loan service was handled centrally at the high school library. The only charge made was for return postage on books to be mailed back to the lending library. The money was collected when the book was checked out.

Media Services: All audio-visual equipment and materials were housed centrally at the high school and distributed to teachers by the library. The library owned no films but was able to borrow them from the North Texas Library System. All equipment repair was done outside the library, but not on a contractual basis. The high school library housed all microform materials, one microfilm reader, and three microfiche readers but had no reader printer and no copy machine.

Public Services: All books in all libraries were available to everyone. Books could be returned to any library, but most were returned to the library where they had been checked out. The Library Coordinator returned books to the proper location as she travelled between libraries. There were no library cards, and service

was available to anyone in the county or adjoining counties. No fines were charged. If a patron had an overdue book, no other books were checked out to him/her until it was returned. These penalties were imposed separately at each library. There was no central record kept and no attempt at central control. Meetings and film programs were held in the high school library after hours.

The high school, junior high, and children's libraries were open during school hours throughout the school year. The children's library was open from 9-12 a.m., 1-4 p.m., during the summer. The high school and junior high libraries were closed during the summer, but if a book were needed, the patron could go to the public library and ask the Library Coordinator to get it. The public library was open from 2-6 p.m., Monday through Friday, year round.

There was no service to the aged or shut-ins that was separately provided by the library itself. Books by mail and talking books, however, were provided through the state library, and there was no real demand for any other service. Programming was limited to the preschool story hour and film programs. After the Olney Working Library Society was formed (Friends of the Library group), they arranged several different programs, including an arts and crafts fair. They also participated extensively in the fund raising for the new building and were always ready to volunteer for "dirty work" that had to get done.

The high school library had back copies of the *Olney Enterprise*, the local newspaper, back to its inception in 1919. Ten other newspapers were also received at the high school, but only current copies were kept. There was no clipping service. The McNaughton service benefited the public library the most. Through this, best sellers were rapidly available. However, when the Library Coordinator later realized that these books were available almost as quickly through regular channels and at a better price, the service was stopped. The paperback swap, which was housed at the public library, was very successful from the start. The only special collection in each library was a Texas collection. The new building will have a specially purchased World War II collection donated by the Ray Perkins family.

Maintenance: The high school, junior high, and children's libraries were maintained by the school district because they were in school buildings. The public library was in the city hall and was cleaned by the same janitorial service that took care of the rest of that building. The library owned no cleaning supplies or equipment at all. There were no contracts for maintenance of any equipment. It was all owned by the school district, and they paid for maintaining it.

Funding and Budgetary Details

Prior to the merger of the four libraries, the financial arrangements for the four libraries were handled separately. The school libraries were more adequately supported, while the public library received only minimal funding.

When the project began in 1971, it was decided that only local funds would be used; there were no county funds available. Both city and school district contributed, and both were willing to increase the funding when necessary. It seems to have been understood early in the project that more money would be necessary to support a quality library. The two boards made that extra money available.

Over the last four years, the only outside support has come from ESEA Title IVB and LSCA collection enrichment funds. (This latter money came from the North Texas Library System.) All of this money went into purchasing materials and occasionally equipment.

The other extra expense involved in initiating this project was limited to three items: the Library Coordinator's summer salary, one half-time aide for the high school library, and one half-time aide for the children's library. This latter expense actually involved increasing a half-time aide to full time, although, at present, this position has again been made into two half-time positions, and two women job-share. The high school aide made it possible for the Library Coordinator to leave the high school and work in the other three libraries. These extra expenses were certainly minimal and were shared equally by city and school.

However, sharing the funds for materials has necessarily made the allocation of the budget somewhat complicated. Funds were kept completely separate, which necessitated two separate budgets, each with several parts. The size and disposition of the budget was the responsibility of the Library Coordinator. After she had drawn up a budget, she presented it to the library board for approval.

The funds from both the school and city were increased when necessary. The school district provided approximately 70 percent of the budget. Staff salaries were set by the school district, since all staff members officially were school employees. Retirement was provided by the school district as well.

In preparing the budget, the Library Coordinator consulted mainly with the Superintendent of Schools and the Mayor. She had complete control over all flexible items in the budget. The library board has never decreased any requested funds.

In order to balance the two separate budgets, the Library Coordinator kept two sets of books and combined the information from both budgets on a chart. This chart told how much money was

available for materials each month from each source. Forty percent of the school money was spent on high school materials, 20 percent on junior high, and 40 percent on elementary materials. A portion of this money was spent each month of the school year. The city contributed a set amount (which is normally increased annually) for books. For eight months, this money was spent on adult materials. For two months, 84 percent was spent on children's materials, and for two months 84 percent was spent on junior high materials. High school materials were included in the adult money.

Periodicals were provided by the school, and supplies and equipment were divided equally between school and city. There was also a travel and convention fund. Two-thirds was provided by the school, one-third by the city. The school paid for all maintenance, whereas the city paid insurance, utilities, postage, copy machine service, and provided a temporary summer position. Gifts and donations go into the city budget.

Books and other materials were purchased by the Library Coordinator, the junior high library worker, and the two childen's library workers. The three age-level specialists buy for their respective age groups. The Library Coordinator purchases all other materials.

Budget figures for the last two years and projected figures for the current year are below.

1977-78 $12,000 City (29%)
$30,000 School (71%)

$42,000 Total

1978-79 $12,000 City (26%)
$34,000 School (74%)

$46,000 Total

1979-80 (projected figures)
$20,000 City (28%)
$46,500 School (65%)
$ 5,000 Emergency fund from city—one time item, to be used only when necessary (7%)

$71,500 Total

V. COMMUNITY RESPONSES

Olney residents were interviewed over a three-month period in order to learn how they felt about their library and what their evaluation of it was. The results of those interviews, reported here, reveal that the overall reaction was overwhelmingly positive. Again and again, people of all ages and from all walks of life considered the questions designed to uncover any negative reactions, shook their heads, and admitted that they could think of nothing negative to say. This was certainly not unanimous, but it was the majority opinion, by a large margin. (This section is a summary of findings from interviews. Detailed responses for each group of interviews may be found in Appendix C.)

In addition, there were many advantages of the merged libraries reported from all parts of the community. Some of the loudest voices were from the faculty and students in Olney's three schools. The elementary teachers gave up their classroom collections when the children's library opened, and once they learned of the new services and programs that were to be offered, they decided it had been well worth it. The services offered were not unusual in any way, but they had never been offered in Olney before.

To help make up for the classroom collections that had been combined with the few children's book from the public library to form the new children's library collection, teachers were invited to visit the children's library and pull a temporary collection of books to take back to their classroom. When these books were due back, they could get more. If they did not have time or did not want to choose their own books, the children's library workers would do it for them. These collections could be for recreational reading or for information for a class project or assignment. If there were a need for information on a particular subject, the children's library workers could collect all the appropriate books, from all four libraries if necessary. This ensured that a maximum amount of information was available to a teacher and his or her students. This was a new service available to any faculty member at any of the schools and was heavily used and greatly appreciated by both faculty and students. This service was also provided by the junior and senior high school librarier for their students.

Another new service offered by the children's library was the opportunity for classes to visit the library on a weekly basis for a story hour, film, or to check out books. The schedule was filled almost as soon as it was made out, and when a class had to miss a library day, there were urgent requests for rescheduling. Story hours were also held for preschoolers at day care centers and kindergartens. In addition, the children's staff now actually told stories, rather than reading them from a book. The "new"

technique became so successful that other community members became interested in telling stories also.

Another advantage was that the children's library workers not only had a wide subject knowledge but also they knew their collections well. The attitude toward the staff as a whole was positive. In both the junior and senior high school libraries as well, staff was characterized as being personal, friendly, relaxed, and willing to take enough time to find whatever was needed—a major change from before the merger. Students as well as teachers were more likely to use the libraries, and circulation increased.

The physical surroundings at these three libraries had improved also. The junior high library had always been pleasant and inviting, and now, with the new children's library and the library at the new high school, students at every level had access to an attractive library with a responsive staff.

The library orientation program also affected the use of the libraries. Students in seventh- to twelfth-grade English classes went to the library on a weekly basis and were taught how to use the various tools they found there. The reference materials in the new high school library were better arranged and easier to use. Interlibrary loan service increased the scope of the still relatively small collection and was used and appreciated by both teachers and students. The average response time was about two weeks. The Library Coordinator was available to help with research. Soon owing to a large number of paperbacks purchased just after the new Library Coordinator was hired, there was no longer any need for teachers to stagger assignments. Previously, it had been necessary for teachers at all levels to stagger their units on various subjects, since there had not been enough books on any one subject for more than one class. Trips to Wichita Falls also were no longer necessary with an enlarged reference collection and a librarian who knew how to use it. People were requested to donate their old magazines to the library and responded generously to start a core collection that included a large number of good periodicals.

Many advantages of the combined libraries were mentioned by the library staff, most of them concerned with the variety of new services and programming being offered. Included were the preschool story hour, library education training for students, increased access to a variety of materials, increased curriculum support, interlibrary loans, and increased usage already mentioned. In addition to these, the oral history project and the summer reading club were noted. Less duplication of materials and a wider selection of materials also were mentioned, as was increased financial support. The Olney Working Library Society (OWLS) was formed to help support the new venture with various activities, which also helped to increase community awareness.

The library project gave the community a common goal to work toward and a unity of purpose, according to the Library Coordinator, and this was one of its biggest advantages. The original idea came from the community, a fact which helped increase people's tolerance for inconveniences associated with the separated libraries. Other advantages included the new services and programs already noted for both school and public patrons. The staff feels comfortable with the concept, and this has made adjustments minimal. Indeed, there is little staff turnover.

Probably one of the biggest advantages mentioned by the community leaders interviewed was the increased efficiency in use of tax money. It is significant to note that community leaders recognized that the new library cost more money. But, they felt the better services were well worth it. (See Appendix I.) A definite goal from the start—to involve everyone—helped focus attention on the future and make a coordinated effort easier. Everyone in the community was asked to contribute to the building fund, even if this contribution amounted to only a few dollars. This involvement meant that everyone who donated money had a very personal feeling about the building and wanted to see it become a success. Running the libraries as a unit prior to the new building meant that all materials were made available to everyone. This increased access, especially by families, was an immediate advantage. All the libraries could be improved at once, not one at a time. Weeding and cataloguing upgraded the collections, as did the purchase of more quality books. Board policies were also upgraded.

Although it was easy for interviewees to think of reasons why they like the new way the libraries are run and the new materials and services that are available, it was difficult for most of them to think of what they did not like. Disadvantages of the merger, as seen by the interviewees, were minimal, and most were eliminated with the move to the new building. Probably the most frequently mentioned item was hours—they were too short, especially during the summer. When there are no evening hours (during the summer), it is hard for people who work to get to the libraries before they close.

Teachers pointed out that the lack of hard copies of back periodicals made it more difficult for students to do research. According to the Library Coordinator, space is crucial, both in the new high school library and the new building, and it is not practical to keep more than two years in paper copies before having the magazines put on microfilm or microfiche. This condition might be alleviated by a microreader/printer or by more microreaders, which would permit copying of materials and extended use of the materials in the library itself.

Another problem mentioned was the noncirculating reference collection, the problems it poses for those who cannot spend extended periods of time in the library. Again, this is a problem not unique to Olney, but familiar to most school and public libraries.

Some teachers objected to having the school library in a separate building. In bad weather, it is difficult for classes to get from one building to another. In addition, when there is only a short period of time available, students could not get across campus, check out a book, and get back as quickly as they could if the library were in the building where their classes are taught. This problem, however, was minimal since distance between buildings on Olney's single school campus is not great.

Some teachers felt that the high school collection was not screened closely enough. This lack had begun with the major purchase of paperbacks after consolidation. However, it seemed that these same teachers would not object to having the same books in the new building, since it would not be in the school itself. This was the only difference in philosophy between the school and public libraries noted. One teacher pointed out that there was not enough high-interest/low-reading-level materials in the high school library, and students who needed them would not go to the junior high library to check them out. The new building would eliminate this problem, however.

Several people felt it was difficult to locate books in one of the four libraries, especially without a card catalog in every location. Most of the time, there was no problem. However, once in a while, there would be a book unaccountably missing. (This is also a problem not necessarily indigenous to the situation in Olney, since every library has to deal with missing books that should be on the shelf.)

Other problems in Olney might also be said to be unconnected with the library as a combined facility. For instance, according to the Library Coordinator, the failure to provide service to shut-ins and convalescent homes was due simply to lack of staff and energy, rather than to the project's lack of importance. This is a common complaint, as librarians of every kind are well aware.

The Library Coordinator pointed out that a major problem unique to her situation was that she had to spend varing amounts of time at each location, based on how much work each needed to prepare it for the physical merger when the new building was completed. About 80 percent of her time was spent at the high school library, where she had her office. This time did include time for many phone calls to and from the other libraries. About 15 percent of her time during the school year and almost all of it during the summer was spent at the public library, since this collection needed to be weeded and catalogued before the merger.

Only about 5 percent of her time was spent in the junior high and children's libraries because these two were already prepared for the merger. Any problems they had were minor and could wait until after the new building opened. It was not always easy for the staff at one library to see why another library was "getting all the attention." Explanations were frequently necessary.

Several of the town leaders saw only one disadvantage, again with an item not connected with Olney's status as a combined library—there was insufficient publicity to involve the whole town. (This is relative, since another person commented that mailings and person-to-person contacts went to all of Olney's approximately 5000 citizens.) Another objection was that some students and adults had a hard time dealing with the other group in "their" library. This condition has been alleviated with the opening of the new building, since it has never belonged to either group exclusively. Explaining to adults outside the library the purpose of the merger also helped alleviate their discomfort.

Although lack of funds was not mentioned by the library staff as a problem, each staff member could think of ways to spend more money if it were available. These ideas included more periodicals, more new fiction and nonfiction, more microfilm/fiche materials, puppets, decorations, and visual aids for the children's library. The Library Coordinator would like to hire a second professional librarian to expand and run the audio-visual section. Further, she would like to weed very extensively and purchase as many new titles as she has weeded so that the collection is upgraded, but kept the same size. Also, she would like to hire an additional full-time professional children's librarian to run that department.

Response from the community has been extremely positive. Everyone was excited about the library or, if not, then at least aware that something was going on. People were beginning to use the library more instead of buying books for their own use. Because of the money they had contributed and, in many cases, the time they had donated, the citizens of Olney felt a possessive pride toward the library. It was specifically connected with the new building, but began before this was complete. They seemed to sense that something good was afoot in their town.

Tolerance and cooperation would seem to be the two key points for success—tolerance with the temporary inconveniences and cooperation to ensure that the new library is all it can be. The libraries were better than they had been, but could still be improved. One reason for this might be that this community revolves around its schools. "Nothing is too good for our kids" was a frequently heard statement. Another is the small-town spirit of cooperation, so obvious in Olney. "When things get tough, we pull together" is the attitude of the citizens in Olney.

There was a definite change in the way high school students used the library. Previously they had not really used either the high school or public library to any great extent. Now they went to the high school library with classes to do research or to read magazines. With classes and study halls removed from both the junior and senior high school libraries, it was easier to study there, and in both libraries, staff had more time to help students. Students saw the purpose of the library as jointly recreational and educational and felt that this purpose had been accomplished with the merger. They also felt it was exciting to be a part of the new concept.

According to the Library Coordinator and her staff, community response was both more and less than expected. The children's programs were much more popular than anticipated, while response to other services was more moderate. The Library Coordinator did not see any great shift in usage. There was increased usage at all levels, but the same basic parts of the community were involved. Teachers were particularly responsive, but some adults hesitated to go to the high school library. More publicity concerning the new dual nature of the library helped alleviate this. The most successful programs (other than children's) were interlibrary loan, genealogy, film circulation, and library orientation for students. The least successful were the children's magazine clipping file, the visualtech machine, and the oral history project. The Library Coordinator noted that there was a great deal of enthusiasm for this latter project, but, unfortunately, little action followed. Services which the library staff thought should have been offered or should be offered in the future included services to shut-ins, convalescent homes, and hospitals and library orientation started in fourth or fifth grade.

There have been few censorship problems after the collections were merged into the new building. The junior high library worker put about twenty-five books she considered controversial on a restricted shelf and required parental permission before they could be checked out. (Two typical titles were *Go Ask Alice* and *Bonnie Jo, Go Home*.) Response to this practice ranged from parents who would not let their children read anything from that shelf, to ones who wanted their children to read everything on it! There was a verbal complaint about *Deenie* and *Are You There God? It's Me, Margaret* by Judy Blume. These books were subsequently removed from the children's room. Both the children's and junior high library workers reported that children would bring back books they felt were "too old" or "too sexy" for them and turn them in without reading them.

As the services offered by the merged library increased, so did community awareness of the library. People who had had a positive experience told their friends, who tried it and, in turn, told their

friends. This word-of-mouth reinforced the more formal newspaper publicity. There was a feeling of anticipation about the new building, and everyone wanted to help.

The library has become a focal point for Olney's considerable civic pride, a symbol of just how much this small and determined town can accomplish. Even those community leaders who readily admit that they never use it just as readily point out its value. These people seem to view it primarily as an educational, rather than recreational, institution. There is also the feeling that a good library is "a good thing to have," whether they themselves use it or not. Students and teachers need a good library, and in fulfilling their needs, the library was accomplishing its purpose.

In addition to this, the community leaders were aware that Olney's library was unique. People from all over the United States and several foreign countries have come to Olney to see what has been done. It seems obvious that Olney has something important to say to these people. This is yet another source of civic pride and a confirmation of the library's worth.

On a more practical level, tax money is now being spent more efficiently. More money is necessary to provide the high caliber of service now available. But people in Olney are ready and willing to spend this extra money—the results were obvious and easily justified. The community may not have been aware of how the library works (a situation not unique with Olney), but everyone knew that it does work. From a citizen's point of view, the acid test of how good a library is may well be whether that library can provide what an individual wants or needs and how quickly it can be made available. Prior to the consolidation, each library in Olney was unable to pass this test. Since the merger, with the new materials and services available, the combined library has been able to pass with flying colors.

Perhaps another reason why the combined library worked in Olney was the qualities in the town and its people that may be more or less unique. Civic pride is very important to Olney's citizens. They are interested in making everything in Olney "first-class." People trust each other; cooperation is common.

There are no petty political jealousies in Olney, no cut-throat election campaigns. People are interested in improving their town, but do not want to step on each other to do it. The political entities required to share power and money to make the merged library possible were able to do so with trust at both the end and the beginning. The common goal was seen as most important, rather than the amount of control or influence one person or group could exert.

The idea itself came from within the community, rather than from outside, which made it easier to get community support and

enthusiasm. Young people moving back to Olney were accustomed to good library service, expected more than had previously been available, and were willing to work to get it.

Good leadership was also important. People needed to continue looking forward. There was a high rate of community awareness. The newspaper published a weekly article on the library and also provided other publicity. Word-of-mouth helped also.

The town leaders also had something to say to their counterparts in other areas of the country who might be thinking of trying a combined library in their towns. Time and timing are very important. They seemed to say, "Be sure you are sold on the concept before you start, and then take your time and feel your way carefully. Plan well, and in detail, letting the community in on each step of the process. Don't expect it to work overnight—it won't, and there will be problems. It is possible to move too fast—be careful not to."

Size of the town and the location(s) of the school(s) are crucial. Olney's small size made for easy communication to all segments of the population. In larger and more heterogeneous towns, communication might be more difficult. The obvious advantage of a single campus needs no comment. The Olney plan is not the last word, however; it should be modified to fit the individual situation. Personnel is another crucial point; certainly, the right person should be hired as Library Coordinator. S/he needs to be someone qualified as both a school and public librarian. In addition, s/he should be strong enough to establish the authority of the position and also able to work with people and inspire cooperation. Since hiring the wrong person could mean the project's failure, considerable care should be taken in hiring.

Cooperation is another essential. This concept will suffer where there is friction between governing bodies or community members. Competition has no place; people need to be able to work together and strive toward common goals. The greatest good for the greatest number, rather than for the individual or for a single group, is the necessary philosophy.

Good leadership and effective organization at all levels will help the project move smoothly. In addition, advice from well-known professional experts from outside the community can be invaluable. Not only can these experts see potential problems before they get too large; they can also reinforce the opinions of the community leaders. Frequently, the words of an expert from the outside have more validity than those of someone from the community itself.

VI. CONCLUSION

There is much to be gained from the study of the combined library in this small Texas town. The relaxed and yet dynamic atmosphere, the trusting and cooperation-oriented population, and the responsible and forward-looking leadership all contributed to the library's conception and growth. Various legal and administrative problems arose and were dealt with in a noncompetitive manner. A new board came into existence, a new librarian was hired, and improvements began. The high school reference and circulating collections were extensively expanded, the children's library came into existence, and the public library's collection was heavily weeded and catalogued. Interlibrary loan opportunities were made available. Services and programming for children were instituted, as were new services for adults. Many other advantages to the new system were also immediately obvious: better use of funds and facilities, increased usage, improved collections, and a coordinated program for all libraries. Finally, a new building was built. In order to study the effects of these changes, community members, students, teachers, and library personnel were interviewed about their opinions of/reactions to the coordinated library.

The library is administered by the Olney Community Library Board. This autonomous board was formed from the membership of both the school board and the city council. The Library Coordinator, who is qualified as both a school and public librarian, was appointed by the library board. She supervises the daily administration of all four libraries and is solely responsible to the board for each of them.

Most of the daily administrative details are handled centrally by the Library Coordinator. These include reference, interlibrary loan, ordering, acquisitions, and cataloguing. The technical processing, circulation, overdues, and programming were decentralized. The library budget is in two sections, since the school and city funds must be kept separate. The school district provides about 70 percent of the money.

Olney residents showed a very positive response to the library. Many advantages were mentioned by school faculty, students, library staff, Library Coordinator, and various community members and leaders. For instance, the new children's programs were praised by almost everyone; the preschool story hours and the summer reading club both were popular. The new children's library was rated very highly, and teachers mentioned the temporary collections that had replaced and/or supplemented the old classroom collections. These were either recreational or informational in nature, and in the latter case, appropriate books

from all of the libraries were included. The library education program for junior and senior high school students made it easier for them to use the library on their own. In addition, the increase in the high school collection made it possible for students to do library work without leaving town. Community leaders mentioned better use of tax dollars and a common goal of a new building as important elements of the coordinated library.

Few disadvantages were cited at all. Lack of hard copies of back periodicals made research somewhat difficult for students who had to wait to use the microfilm copies. Reference books were not checked out, a policy which was also noted as a disadvantage. Some people felt it was more difficult to use the centralized card catalog to find a book. The Library Coordinator pointed out the difficulties involved in administering four libraries as a unit when preparing them for the merger. Although there seemed to be few problems in having school libraries used by adults, there were some minor ones, from both students' and adults' points of view. Some of the problems disappeared when the collections were merged in the new building.

Community response has been very positive, with most programs and services well used. However, usage patterns in the community as a whole have not changed, although library use has increased.

Community leaders were aware of some unique characteristics that helped make this combined library a success, such as a high level of civic pride, a spirit of competition, a lack of political jealousies, and community awareness. Other items that contirubted to this success were a smaller, homogeneous population; schools located all on one campus; good leadership, including local leaders and outside experts; and careful selection of the Library Coordinator.

Based upon information gleaned from community members, those who actually administer and use the library, the conclusion of this study is that the Olney Community Library is a very successful approach to library services in this small town. The new building has only underscored the positive elements of the community. Further, it has resolved problems encountered during the four years when Olney's library was united under a single coordinator while having collections in four locations. This research has, moreover, determined that the following characteristics of the venture were primarily responsible for its success:

1. Careful planning
2. Effective leadership
3. Slow and methodical approach
4. Communication with the community
5. Careful research
6. Fiscal soundness

7. Community cooperation
8. Demographic factors such as
   a. Single school campus
   b. Community size
   c. Community homogeneity

In conclusion, one may reasonably expect a continuation of the positive elements of this community library.

A young man browsing in Olney Community Library.

APPENDIX A

TABLE I BUDGET: STATISTICS 1970-1979

Source/Year	70-71	71-72	72-73	73-74	74-75	75-76	76-77	77-78	78-79**
School District	4,411*	4,900*	4,675*	6,068*	8,300*	7,062*	5,400*	30,000	34,000
City	2,519	2,507	2,782	8,584	8,267	8,580	10,950	12,000	12,000
Total	6,930	7,407	7,457	14,652	16,567	15,642	16,350	42,000	46,000

*Salaries, AV, and serials not included in these school figures.
**1979 figures are January-May only. The library moved into the new building at that point.

TABLE II HOLDINGS: STATISTICS 1970-1979

Location/Year	70-71	71-72	72-73	73-74	74-75	75-76	76-77	77-78	78-79
High School Library									
Books						5,005	5,047	5,248	5,244
Periodicals							70*	67*	65*
AV Materials					432*	374*	374*	37[illegible]	379*
Junior High Library									
Books						3,885	3,970	4,178	4,043
Periodicals									
AV Materials									
Children's Library									
Books						8,687	8,807	8,527	8,284
Periodicals									
AV Materials									
Public Library									
Books			5,772	5,882	6,615	7,348	7,686	8,377	9,515
Periodicals							1	1	1
AV Materials					91				
Totals									
Books			5,772	5,882	6,615	24,925	25,510	26,330	27,086
Periodicals							71	68	66
AV Materials					523	374	374	374	379

*These are combined figures for all libraries. Separate figures are not available. Figures are listed under high school because the majority of the materials were kept there.

TABLE III CIRCULATION: STATISTICS 1970-1979

Location/Year	70-71	71-72	72-73	73-74	74-75	75-76	76-77	77-78	78-79
High School Library					2,412	2,544	2,315	3,091	3,504
Junior High Library					3,032	3,054	3,725	2,592	2,680
Children's Library					9,366	17,685	21,649	23,625	20,673
Public Library					5,427	6,759	8,387	9,485	5,547
Total Per Year					20,237	30,042	36,076	38,793	32,404*

*1979 figures are for January-May only.

TABLE IV PATRON USAGE: STATISTICS 1970-1979

Location/Year	70-71	71-72	72-73	73-74	74-75	75-76	76-77	77-78	78-79
High School Library					14,981	15,127	19,798	25,882	20,736
Junior High Library					16,000	17,568	18,627	18,245	11,466
Children's Library					16,102	18,704	26,132	26,741	21,650
Public Library					2,915	2,945	2,906	2,894	1,722
Totals					49,998	54,344	67,464	73,762	55,574*

*1979 figures are for January-May only.

APPENDIX B

INTERVIEW SCHEDULES

Olney Community Library Project: Checklist of Topics
Library Coordinator and Staff

I. DEMOGRAPHIC DATA

How old are you?

How long have you worked for the library?

How long have you lived in Olney?

Have you worked in other libraries elsewhere? How long? What kind? What was your position?

II. ADMINISTRATION

What difficulties have you had in administering four libraries when, as the only professional, you could only be in one at a time? What difficulties has this presented for your staff?

As a staff member, how have you coped with the problem of having only one professional?

Has it been difficult to administer/be administered from a distance?

As a staff member, how are you supervised? How much independence do you have?

Do you have a feeling of unity or dichotomy about the two kinds of service you provide? Why?

What is the size, educational level, and experiential background of the staff?

Has the combined library concept or reality created any problems for you or for the staff in adjusting to a new type of service? How were they solved?

How are the staff members trained in view of the differing school/public library philosophies?

Who controls the library? Who sets the policy? Who has input to this procedure?

As a staff member, are you consulted about policy decisions? Administrative decisions?

How much time did you (L.C.) spend in each of the four libraries? How was this determined?

III. STANDARDS

What standards were/are used for collection development?

Why were these standards used? Who decided on them? Did you have input to this decision?

How have these standards worked for this library? Have they been changed or adapted in any way?

Do you think a combined library should have a separate set of standards? Would the existence of such standards have made organizing/running this library easier?

IV. BUDGET

What is the source of funding?

Who decides on the size and disposition of the library budget?

How much input do you (L.C.) have in budget hearings? Do you submit a budget?

How much input does staff have in either drawing up the budget or spending the resulting money? What kind of input do they have? Should this be changed to give staff members more or less input?

Is your budget adequate for a community library of this size?

If the library had more money, how much would you want and how would you spend it? Why?

Is the budget separated into halves (school and public)? How is it assured that an appropriate amount is spent on each function?

V. SERVICES/PROGRAMMING

What new programs have been offered as a result of the combined libraries?

Have people been responsive to these programs? What statistics support this information?

What are the most/least successful aspects of library service? Why?

What services were <u>not</u> offered over the last four years that you think should have been? Why were they not offered?

Is there any area of the combined library concept that people seem <u>not</u> to like? Why?

Are there any services that are <u>not</u> widely used? Why not?

VI. BOOK COLLECTION

Who does book selection? How much do staff members contribute?

What book review sources do you and your staff use? Are they adequate?

Have you had any problems in combining the school and public collections?

How has the problem of differing philosophies about the content of the collections been solved?

Have there been any censorship problems? What were they and how were they dealt with?

How was the problem of classroom collections solved? Has it worked?

What provision was made for curriculum support? Has this changed since consolidation? How?

VII. CIRCULATION

Has circulation increased or decreased at each of the libraries over the past four years?

Has there been any increase/decrease in the usage by a particular section of the community or a particular age group?

VIII. USAGE PATTERNS

Has the combined library concept been successful in Olney? Why?

Have usage patterns changed over the past four years at any/all of the libraries?

What new patterns developed?

Has community awareness increased or decreased? Why?

Did anyone from outside Olney use the libraries? Who? Why?

IX. ATTITUDES

Have adults felt uncomfortable about using the school libraries when school was in session—either during the school day or the school year?

How do you think the community feels about the libraries?

X. MISCELLANEOUS

What are the special qualities in Olney that made this project so successful?

What could the State Library do for you, as a community library, that has not been done? Have you asked to have these things done?

Library Coordinator, Jana Knezek, helping at the circulation desk.

Olney Community Library Project: Checklist of Topics
School Faculty/Students

I. DEMOGRAPHIC DATA

What grade/subject do you teach?

What grade are you in?

How many years have you taught?

How long have you been teaching in Olney?

How long have you lived in Olney?

II. USAGE PATTERNS

How often did you visit each of the school libraries? What was your reason for the visit?

What library have young people your age used most during the past four years? Why? Why did you go there?

Did you go to any of the school libraries during the summer? Did you go to any library? Why or why not?

III. SERVICES PROGRAMMING

Has it been easier or harder to do research since the libraries combined?

Has the library begun to offer anything for your special age or interest group? Have you participated? Why or why not?

Has the library done anything you did not like or approve of during the past four years? Why do you feel this way? Did you express your feelings to anyone? Who or why not?

Compare the coordinated libraries in Olney to other libraries, both school and public, which you have used.

IV. BOOK COLLECTION

Do you find it harder or easier to complete/give assignments since the libraries were consolidated? Why?

Can you find books to read for fun? Do you think there are enough of these recreational books? Should there be more or less?

What is the amount of curriculum support provided? Has this changed since consolidation? How? Has this change been for the better or worse?

V. ATTITUDES

How do you feel about adults or small children using your school library during the day?

If you could have changed the libraries in any way over the last four years, what would you have done?

What do you particularly like/dislike about one of or each of the four libraries?

What do you think is the purpose for the library? Has this purpose been accomplished over the past four years?

Has the consolidation made any difference in the way you feel about the library, what kind of a place you think it is? Has the consolidation changed the reasons why you or your friends go to the library?

VI. ADMINISTRATION

Has the library coordinator been able to function adequately as the school librarian for your school?

Have there been any problems/disadvantages associated with her being on campus only part of the time? Have these been overcome? How?

VII. MISCELLANEOUS

Do you have anything else you would like to say about the libraries over the past four years?

Olney Community Library Project: Checklist of Topics
Community Leaders—Members of Boards

I. DEMOGRAPHIC DATA

What is your occupation? Position in local government? How long have you held this position?

How long have you lived in Olney?

II. ATTITUDES

Do you feel the combined library concept is successful in Olney? Why?

You are in touch with many of the people in Olney; what do you think has been their reaction over the past four years to the new kind of library service provided?

Do you feel this new library has been a success?

What are the special qualities in Olney that made this project so successful?

Has there been any negative reaction in the community toward the consolidated libraries? How and about what has it been expressed?

Has community awareness of the libraries increased since consolidation? If so, how was this accomplished? If not, why not?

III. ADMINISTRATION

How were the qualifications for library coordinator determined? Who participated in the decision, and how were these qualifications justified?

Has the library coordinator been able to function adequately as both a school and public librarian? Have there been any problems in adjusting to this dual role? If so, what were they and how were they solved?

Has the necessity of sharing power and money resulted in any problem with the school and library boards? With any other governing body?

How is policy decided on? Who has input? Who is the final authority?

What advantages have you found in running the four libraries as one unit?

IV. STANDARDS (For Members of Library Board)

What standards were used for collection development? Who decided on these? At what point in the consolidation were they decided on?

Have these standards been effective in insuring quality library service? How have they not been effective?

Would you recommend a separate set of standards for combined libraries, or did you find the ones you used to be adequate?

V. BUDGET

How was the tax support structure determined?

In view of changes in the size and tax base of Olney, which can be expected to occur sooner or later, do you foresee any problems in the future with the fiscal structure specified for the library? Has a way to accomplish change been incorporated into the fiscal structure of the library? If so, what is it?

Has fiscal support of the library increased since consolidation? If so, how much, and how has it been accomplished? What has been the community's reaction to this increased funding?

Is there a written statement of who contributes what to the fiscal support of the library?

VI. SERVICES/PROGRAMMING

Has library service improved since consolidation? How?

Are people taking advantage of any of the new services the libraries have offered?

VII. USAGE PATTERNS

Have you seen a change in how people use the libraries since before the consolidation--i.e., frequency of usage per family or person and number of people going?

Have you and your family changed your habits in the way you use the library?

VIII. PROBLEMS/SOLUTIONS

In forming the library administration hierarchy, did you run into any financial, legal, or personnel problems? What were

they, and how were they solved?

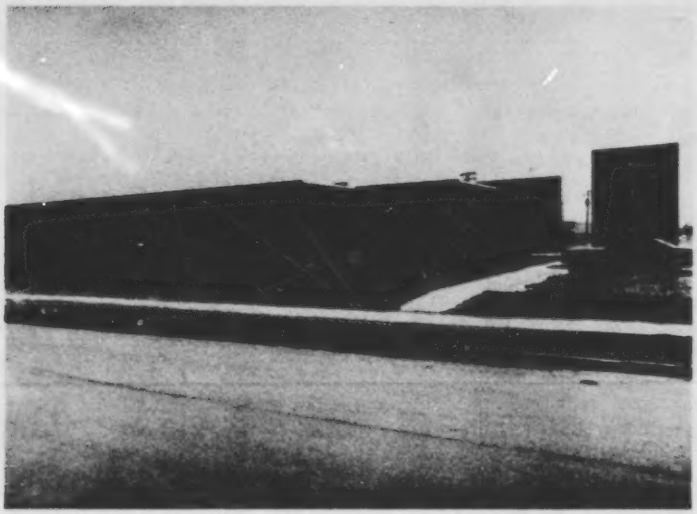
Were any of these solutions unusual or unique? In what way?

Can you now see a better way for them to have been resolved?

What mistakes have been made? Could they have been avoided? How?

How many, if any, of your problems were caused by moving too fast?

If you were advising someone in your position in another community on how to set up a combined library, what problem(s) would you tell them to be most aware of? What mistake(s) would be most important to avoid at all cost?



A front view of Olney's pride, the Community Library and Arts Center.

Olney Community Library Project: Checklist of Topics
Community Members at Large

I. DEMOGRAPHIC DATA

How long have you lived in Olney?

How old are you?

What is/was your occupation?

What libraries in other places have you used?

II. ATTITUDES

Do you think consolidation of the libraries was good or bad for the people in Olney? For you?

How do you feel about visiting the school libraries when school is in session?

What do you think is the purpose of a library? Do you think libraries in Olney have accomplished that purpose over the last four years?

What do you think other people in Olney have thought about the libraries over the last four years?

III. USAGE PATTERNS

Have you always used the school and/or public libraries (since before they were consolidated)?

Have you ever used other libraries than the ones in Olney? Why?

Are the four libraries in Olney the ones you use the most? Why or why not?

Have you visited the libraries more over the past four years than previously? Less? Why or why not?

Did the consolidation make it easier or harder to use the libraries? What do you think is the reason for the way you feel?

Did you go to the school libraries during the past four years? Why or why not? When?

How frequently have you visited the libraries in the past four years? Which one(s) have you used most? Why have you gone to the library?

Did you visit the libraries with your family—spouse, children, sibblings, etc.?

Did you visit the four libraries for different purposes? What was your reason for going to each one?

Did you always/sometimes/never have to go to more than one library to find what you needed? If you had to use more than one library, how did you feel about doing that?

Over the past four years, did you not visit any of the libraries? Why not?

Would you have gone there (to a library you did not visit) if you had had a reason? What reason could you have had?

If you have only visited one or any of the libraries once or twice, why have you not gone back?

IV. BOOK COLLECTION

Have you found it easier to find what you want since the libraries were combined?

Can you get new books and materials quickly enough?

Are you able to find all the informational and recreational materials you need?

Is there a shortage of any particular kind of material or any particular subject? What?

V. SERVICES/PROGRAMMING

What new services/programs/materials has the library offered in the last four years?

Has the library done anything you did not like or did not approve of during the past four years? Why do you feel this way? Did you express your feelings to anyone? Who? If not, why not?

Was there something about the libraries over the past four years that you particularly liked or enjoyed?

If you could change, add, or subtract anything about the libraries during the past four years, what would it be? Why?

APPENDIX C

DETAILED FINDINGS FROM INTERVIEWS

Library Coordinator

The current Library Coordinator, who is in her early thirties, has been in the position for four years and has lived in Olney for six years. She has a teacher's certificate and a M.L.S. from the University of Hawaii. Her previous experience in libraries was with the state of Hawaii, Department of Planning and Economic Development Library.

There have been some difficulties in running four libraries, resulting in her being on the road often, trying to be in the right place at the right time, and making numerous phone calls. Occasionally, one library would feel neglected because there was a major need somewhere else. This was solved mostly by reassuring staff members that the problem was only temporary, that the new building would resolve the difficulty. It was not an ideal situation, but knowing there was a goal in sight made it easier to put up with a temporary inconvenience.

The Library Coordinator is directly supervised by the Olney Community Library Board, which gives her a great deal of freedom and independence. The attitude of the board members seems to be that they should hire someone who could do the job and then this person should be left alone to do it. In turn, the Library Coordinator gives her staff a good deal of independence. The board has been willing to implement any policy the Library Coordinator felt was necessary.

The Library Coordinator confirmed the feelings of her staff in reporting that there has been a feeling of unity, rather than dichotomy, with the schools. She attributed this to the amount and quality of community support. Services to both groups were broadened by adding the services of each to the other. Students know that there are things available at the public library that are not available at school—genealogy and ILL—and, in turn, the public has access to A/V materials not previously available.

The Library Coordinator noted that none of the staff had ever worked in a library before, and not all of them had more than a high school education. She sees the difference between professionals and nonprofessionals as being one of attitude; the professional is more willing to go an extra mile, less apt to keep a close eye on the clock, and more apt to take on work without waiting for it to be assigned to him.

The only staff problem created by the merger was that the public librarian was not at first included in the teacher retirement system and could not understand the reasons for this decision. There were

also personality conflicts between her and several other staff members which were solved by her retirement. The staff members who were hired after the consolidation knew what to expect.

Staff training includes an introduction to and explanation of the combined library concept and the uniqueness of the Olney situation. Emphasis is placed on making things go smoothly for both adults and students, not allowing either to dominate the other. Other training details are more standard.

One sign that the staff feels comfortable with this concept of a library is a low staff-turnover rate—"Everyone is so happy, no one wants to leave" is the attitude expressed by most staff members. In early 1979, when a CETA position was advertised, more than twenty people applied, although, when the hours were explained to them, many were not so interested.

Contrary to her staff's opinions, the Library Coordinator stated that staff members were asked for input on policy decisions when such input was useful. In addition to input prior to the policy decision being made, policy could be changed by staff's suggestions after the fact, as well.

During the past four years, the amount of time the Library Coordinator spent at each of the libraries was determined by individual need. For instance, 80 percent was spent at the high school library, where the Library Coordinator's office was located. This library could be considered to be the central nervous system of the library—the administrative focal point. However, the time spent there included many phone calls to and from the other libraries. About 15 percent of the Library Coordinator's time during the school year and almost all of her time during the summer was spent at the public library. During this time she did the necessary weeding and catalogued the entire collection. Only 5 percent of the Library Coordinator's time was spent on the junior high and children's libraries.

The junior high library was the only one that had been found to be up to standard in a study done as part of the original research grant in 1972, and the library worker there had maintained the same high standard since. Consequently, the junior high library was under control, basically ready to move to the new building. Extensive work had been done on the children's collection when the libraries were combined in 1974, and this library was also ready to move to the new building, needing little work. Most of the problems which these two libraries had were minor ones and could wait until the new building was complete. Standards used during this time period were those of both school and public libraries. The Library Coordinator feels that there is no need for a third set, these two being adequate and not hard to work with.

The library's budget comes exclusively from the city and the school district; there are no county funds. The city provides a changing amount of funds; during 1977-78, 30 percent was provided by the city, 70 percent by the school district.

The size and disposition of the budget is decided by the Library Coordinator and voted on by the board. The latter is more or less a formality, since no budget item has ever been questioned or denied. Staff salaries are set by the school district. The Library Coordinator consults mainly with the Superintendent of Schools and the Mayor and has full control over items in the budget that are flexible. Any changes made in the budget by the board have been to increase rather than reduce it. The library staff does not have any input to the budget. The Library Coordinator controls how much money goes where.

The budget is divided into school and public halves for both board approval and disbursement. In essence, there are two completely separate budgets for the Library Coordinator to balance. The book budget alone is rather complicated, except for money spent on children's and junior high books. For ten months, school funds are spent; for two months, city funds are spent. A set amount of school money must be spent each year, or state funds will be lost. Forty percent is spent on high school materials, 20 percent on junior high, and 40 percent on elementary materials. Materials for each age group are bought with the corresponding portion of money; magazines are almost without exception purchased with high school and junior high funds. The city contributes a set amount every month for books (currently $300). For eight months, the entire amount is spent on adult materials. For two months, 84 percent is spent on children's materials, and for an additional two months, 84 percent is spent on junior high materials.

The Library Coordinator works out a monthly chart to show how much money is available for materials for each age group from each half of the budget. The children's and junior high library workers are then told how much they can spend each month. All other materials are selected by the Library Coordinator.

The library also receives ESEA Title IVB money through the schools. The Superintendent of Schools applies for this money and decides whether it will be spent on books, A/V materials, or both. LSCA Collection Enrichment funds are also available through the North Texas Library System. The Library Coordinator decides who needs the books the most. Gifts to the library become part of the public budget.

As does her staff, the Library Coordinator feels her budget is adequate, although she would like more money to spend in several areas. She would like to hire a professional librarian to expand,

modernize, and manage the A/V section. She would then like to weed extensively and purchase many new titles. (Weeding has to be done carefully at this point in order to maintain a minimum collection size for accreditation and standards.) Lastly, she would like to hire a professional children's librarian. This is in last place because the children's aides are so good.

The Library Coordinator mentioned several new programs—library education, oral history, preschool story hours, story hour programs at day care centers, and kindergarten class visitation to the library. Once again, response was reported to have been high, although no separate program statistics were kept. Oral history was a disappointment, however, since the project has now dwindled away. There was not a large response from the community—interest, but no action. However, response to the story hours and the library education has already been overwhelming. Olney High School graduates over the past few years have come back to Olney and told the Library Coordinator that they have been able to use at college what they learned in their junior and senior high school library education classes. Parents are so enthusiastic about the preschool story hours that they even bring in ideas for programs and volunteer to help tell stories.

There have been, however, some less successful aspects of providing library service from four separate locations. The least successful was the failure to get a broad spectrum of people to use the library, bringing in new groups of people. There were sometimes problems in locating books, and the hours also sometimes prevented full use of all the facilities.

The most successful aspects have been the use of interlibrary loan services for books and the loan of 16 mm films from the resource center—the teachers make heavy use of this service. They know it does not compare with what they can get from their own resource center. Students have been using the interlibrary loan service for research papers, and the adult use is now increasing very rapidly. During the year it is about 50/50 children's and adult's, but in the fall the student usage is extremely heavy. Ninety-nine percent of the requests are obtained from the Fort Worth Public Library, but books at any public or university library and many private libraries are also available.

The Library Coordinator mentioned the lack of service to the elderly and to shut-ins as one program that was not carried out because of sheer lack of time and energy. The only service not widely used is telephone reference, although that is probably because not enough people know about it.

Other than the items mentioned above, the Library Coordinator knew of no areas of the combined library concept that people seemed not to like. Any problems seemed to be a result of having

the libraries separated, and as previously mentioned, there was a great deal of tolerance about this, since everyone knew it was only temporary. The selection tools listed by the Library Coordinator were the same ones the library staff had mentioned. She could remember no problems caused by combining the collections or by conflicting philosophies.

Censorship has not been a problem in Olney, although there is a formal complaint procedure. The library policies include a book-selection policy, the Library Bill of Rights, and the statement from the Freedom to Read Foundation. The written book-selection policy and written complaint procedure ended the question about Judy Blume's books, which are now in the junior high collection rather than in the children's room, possibly as a result of the complaint.

Unlike her staff, the Library Coordinator sees current curriculum support as being completely different from the premerger situation. She gets whatever a teacher requests, selecting books from each library and taking them to the classroom. Also teacher suggestions for new purchases are solicited. Nothing like this was done before the merger.

Circulation has increased steadily overall since the merger, the biggest jump being in the children's library and in materials. The high school circulation also increased, as did that of the junior high, though not as much as in the high school. The public library's circulation has increased, but it has done so very slowly. There has been a significant increase in the K-6 age group each year. The usage patterns have not shifted in any major way, however.

The combined library has been successful in Olney because the concept originated from the community itself, not the outside. Community awareness was increased by an article in the newspaper every week. Community attitudes toward the library are very positive. A feeling of anticipation about the new building has grown for several years. This is vividly reflected in the short time that was necessary to raise money for the new building. The fund drive started on November 11, 1976, and the $250,000 goal was exceeded on March 10, 1977.

Two special qualities in Olney that made the combined library a success were the community support and enthusiasm. In other places, the librarian or school district sold the idea to the town—here it was the other way around. The idea came from the townspeople: "Olney is a little town with big ideas!" Having all the schools on one campus and only one of each kind was also an advantage.

The State Library has helped the Olney Library by agreeing to let the complete collection count as a public collection, while the Texas Education Agency allowed the whole collection to count as a school

library. The North Texas Library System has so far supplied everything needed in support services, so it has not been necessary to ask the State Library for help. Items provided by the North Texas Library System include 16 mm films, collection enrichment funds, free publicity materials, and in-service training workshops.

Library Staff (Not including Library Coordinator)

The library staff has five members, four of whom were interviewed. All women, they range in age from their thirties to their fifties. They have all lived in Olney for twenty years or more—two women have spent their whole lives there. Their education ranges from high school to some college; one staff member has a bachelor's degree. No one on the staff has any library experience outside Olney.

Administration of the four libraries does not seem to have been a problem for three of the four staff members interviewed. One staff member felt that supervision was inadequate because she was not experienced and was not given adequate training before starting to work on her own in a library. Details of daily work and unusual reference questions were hardest for her to handle.

Since the Library Coordinator was able to travel from one location to another and the other staff members were more experienced, there was no awkwardness in dealing with four separate libraries rather than just one. The whole staff felt that the schools and the library had a sense of unity rather than dichotomy and saw little difference in the philosophies of the institutions. This meant few adjustment problems after the merger.

After the merger, students were able to get passes during school which allowed them to visit any of the four libraries; they also were able to check out books at any of the libraries, as were adults. Everyone had more services to choose from and used them more frequently.

None of the staff had input to policy-making decisions; these were made by the Library Coordinator and the library board. The H. W. Wilson Catalogs were used for standards. In addition, the junior high library worker had purchased all the Newbery Award Books.

The budget was handled by the Library Coordinator, who decided on the amounts spent on various areas. Junior high and children's materials are purchased by staff members who work with those age groups. All other materials are purchased by the Library Coordinator. All the staff members interviewed felt that the amount was adequate for the library in a town of Olney's size, and one woman noted that interlibrary loan helped make the budget adequate. However, if more money were available, each staff member could readily think of places to spend it. Some of the

suggestions were to subscribe to more periodicals, replace old fiction, purchase new nonfiction (mentioned by two people), acquire more A/V materials—microfilm and microfiche (mentioned by two people), and purchase puppets, decorations, and visual materials for the children's library (mentioned by both children's library workers).

Many new services resulted from the merger. The children's programming was particularly well received; both the preschool story hour and the summer reading club were and continue to be extremely successful. The library-education training given to the junior and senior high school students has also been a valuable new service, mentioned by each staff member interviewed. Increased access was also mentioned, both to materials (especially A/V, reference, and children's books) and to the libraries themselves. The oral history project and the OWLS were mentioned by two staff members. Interlibrary loan is another new service increasing in usage.

Community response (as seen by the library staff) varied. There was not as much response as expected, except to the children's programs, where response was much greater than expected. Several staff members mentioned that some adults hesitated to go to the high school library. More publicity could have helped alleviate this problem. Teachers were especially responsive in the elementary grades, and no one ever wanted to give up his one library period a week.

The most successful programs were library education for students, interlibrary loan (mentioned by two people), films, story hours, and genealogy. The least-used services were the visualtech machine, children's interlibrary loan, and children's magazine clipping file. Also the oral history project was not considered to have been completely successful.

The staff felt that there were some services that should have been offered, but were not: service to the convalescent homes and to shut-ins was mentioned by two people, both of whom felt very strongly that this was a major gap in service that should be filled. Both children's library workers felt that library orientation should begin in the fourth or fifth grade. A children's paperback swap was also mentioned as a service that was not available. Three of the four people interviewed said that they knew of no negative reactions to any of the library's services. One person said that she had been told the hours were too short, which is, in itself, a positive reaction.

Book selection was done on three different age levels. The children's library workers selected the children's materials, and the junior high library worker, the junior high materials. In both cases, the Library Coordinator had some input, but very little was necessary. The Library Coordinator selected books for the high

school and public libraries. The Wilson Catalogs, *School Library Journal, Library Journal, BIP, Children's BIP*, and publishers' and jobbers' catalogs (primarily Baker & Taylor) were used as selection aids. Suggestions for titles also came from other staff members, teachers, and the public. (The Public Library Advisory Committee also made regular suggestions.)

There was no real problem in combining the collections, from the library staff's viewpoint, perhaps because of the lack of dichotomy or conflict between the schools and the library. The classroom collections in the elementary classrooms were removed. Teachers were allowed to choose temporary classroom collections to be taken to their room on a book cart for a specified amount of time. The children's library workers chose these books if the teacher did not have enough time or want to do so herself. In addition, at all grade levels, special subject collections were made available for classroom use, for a class research project, or a mass assignment. Books in the needed subject area were pulled from all four libraries and combined to give the students a maximum amount of information. These two new services helped to make the merger easier.

Only a few censorship problems were noted. Two of Judy Blume's books *(Deenie; Then Again, Maybe I Won't)* were moved out of the children's collection when there was a complaint about them. However, no written complaint was ever made about either book. The junior high library had a restricted shelf, with about twenty-five books that students could not read unless they brought a note from home. Two of the books on this shelf at one time were *Go Ask Alice* and *Bonnie Jo, Go Home*; other titles were similar. Parental reaction to this policy varied. One mother let her son read practically nothing from the restricted shelf, while another mother sent a note to school saying her daughter should be allowed to read everything the first child could not! In general, though, there were no objections to the policy.

One interesting note is that both the childrens' and junior high library workers reported that, when a child felt a book was too old ("a little too raunchy," "too sexy") for him, he would return it to the librarian, with an explanation of why he would not read it. One title mentioned was *Are You There, God? It's Me Margaret*; the child in question was a girl "about 11 or 12."

Curriculum support, after the libraries were run jointly, was provided at a level similar to what it had been previously. Every effort was made to cooperate with the schools. Two staff members mentioned that teachers (especially English teachers) made suggestions for book purchases. Questionnaires were given to elementary teachers at the first of the year so that they could specify when they would need special subject collections and when they

would want to visit the library. Heavy purchasing was done in the areas of heavy annual demand.

Over the past four years, the circulation at the junior high was reported to have stayed "about the same." However, high school students were reported as also using this library, so the circulation may actually have gone up, rather than remained static. The high school library's circulation increased, because of the new adult usage, and the children's library's circulation increased steadily every year. This latter increase was especially obvious in the preschool age group, which had previously had no program and very few books. Circulation at the high school library decreased during the summer. Summer reading club was responsible for an additional increase in summer circulation for the children's library. The usage of the libraries increased for several reasons—some mentioned by the library staff were fewer duplicated material and more material overall, more useful material, the central catalog, children's programming, and a bigger b[illegible]

Community awareness of the library [illegible]d. The building drive, publicity in the local paper, and also word of mouth—"Everyone's kids go to the library"—were given as reasons for the increased interest. Summer visitors who were used to bigger libraries were impressed with the service in Olney, one staff member reported.

Community attitudes toward the libraries were primarily positive. Adults were sometimes bothered by the students in the school library or by the fact that they had to go to the school library, but other adults did not mind at all. Seeing people outside the library and explaining about the dual usage of the school and public libraries helped alleviate their discomfort. The students, on the other hand, seemed not at all bothered by adults in their school library. There were a few objections when the decision was made to locate the new building on the school campus, primarily from senior citizens living very close to the public library downtown. Some people, one staff member said, were doubtful at first, but this soon changed. "We went from nothing to something great!" seems to be an accurate description of the townspeople's attitudes, as seen by the library staff.

As are other Olney residents, library staff members are proud of their town. According to them, there are a number of special qualities about Olney that help make their combined library a success. Several factors were mentioned by three of the people interviewed: all the schools are on one campus; Olney is a small town; people care about each other and work together; and civic pride is widespread. Other things include the following: people in Olney are progressive; there is a tax advantage; the groundwork was done by town leaders from the inside, not imposed from

outside; young people are moving back to town and expect better library service; service was so very bad before. Olney is a town where, in their words, "everyone pulls together and gets done what needs to be done." In this instance, the result was vastly improved library service.

Teachers

Six teachers were interviewed, five women and one man. Three taught high school (covering all four grades), two taught junior high (one person was split between junior and senior high), and two taught in the elementary school (sixth and first grades). One junior high teacher had only lived in Olney for six months; the residency of the others ranged from three years to more than twenty years. Two of the high school teachers had had extensive experience with the high school library prior to consolidation, one as a teacher, one as a student.

All six teachers felt that it was easier to do research and give assignments after consolidation than it had been previously. This opinion was especially strong among the high school teachers, two of whom specifically mentioned the additional materials that were available for reference/research, noting that they were better organized than they had been previously. Students were more likely to use all the libraries, according to two teachers, but one found the split reference collections frustrating. The quick response of interlibrary loan on requests for either research or personal work was noted by three teachers—within two weeks was average.

One teacher mentioned that books should be screened more closely before inclusion in the high school collection. The lack of screening began with an expanded paperback collection. Another teacher, used to services from larger systems, at first was disappointed in Olney's libraries, both for herself and her children. She bought a lot of books initially. However, she has been able to find what she and her family need since the consolidation. The children's library workers' knowledge of their collection and extensive subject knowledge were mentioned as advantages, as was the change in the content of the story hours—from just reading stories, to telling them. One of the disadvantages in the separate libraries was the difficulty in getting classes from one building to another during bad weather. Sometimes classes had to miss a library period and were not able to make it up. Five of the six teachers did take their classes to the library regularly and, in addition, visited the children's and public libraries for their personal and family reading needs. The libraries were felt to be better utilized in Olney than in other places, the staff more personal, and the atmosphere more relaxed.

Hours that the libraries were open were somewhat controversial, with some people feeling that they were sufficient, and others

feeling that they were too short. Saturday and evening hours were in special demand, with people saying (as with other subjects), "It's better than it was, but it could be better yet."

In contrast, the libraries before consolidation were seen as uniformly bad. (There was no teacher interviewed who had had experience with the junior high library prior to consolidation, so the only two libraries discussed here are the public and high school.) The public library was viewed as dull, unappealing, and not well organized, with everything just thrown together. The hours were hard to keep track of. The children's collection was virtually nonexistent, and it was almost frightening to students told to do research there. In short, it was not a pleasant place. One woman said she deliberately never took her children (elementary school age) there because it was too discouraging. She did not want them to think that was what a library was like.

The high school library was described by several as "just pitiful"—there were few magazines available. The only way for a student to complete a paper or other library work was to go to Wichita Falls. There were no back issues of magazines available, and some students were almost scared to go into the library. No personal assistance was available at all, and there was no training in how to use the library. Study halls were held there, making it difficult to accomplish any real studying. When students entered college, they had no idea how to use the library and had to learn everything their freshman year. Previously, teachers had to coordinate their lesson plans so that not more than one teacher assigned book reports from the same area at the same time; otherwise, there would not be enough books to go around. Such is not the case now. Since consolidation, there has been an adequate number of books in the most used areas.

Since consolidation, the book collection in all areas has improved. Five of the six teachers felt that there were enough recent recreational reading books, one wanted more new titles. One teacher believed that there was not enough recent reference material. Another noted that sometimes everything on a particular subject was checked out and recommended a limit on the number of books checked out per subject. The paperback swap was mentioned as a good way to encourage nonreaders to read. The biographies and the Texas collection were mentioned as being particularly good.

Before consolidation, there was no curriculum support at all, one high school teacher noted, but since then, she has not needed anything that the library has not been able to get for her. Two teachers mentioned that films were available, and the special classroom subject collections were also noted. In general, the feeling seemed to be that there was a sufficient amount of material

to meet specific needs. Also, classes were scheduled into the library when necessary, and the staff was competent and accessible.

Three teachers felt that there had been no problem with adults and children (or teenagers) using the same library. However, one high school teacher felt that the students had been intimidated by the adults and that the adults had felt as if they were walking into a classroom. (Having a detached building seems to have solved this, in her opinion; the library should be separate, but close.)

There were a number of changes that each of the teachers would have liked to have made over the past four years. The number of back issues of magazines that were kept was mentioned several times. (Microfilming is done after two years.) They felt many more years should be kept in bound form, since this was the easiest format for students to use. In addition, more microfiche readers should be available and also a fiche copier so that students can copy articles without having to take notes on each of them while the library is open. Students with after-school jobs find this particularly difficult. Hours should be extended until 10 p.m., at least part of the time. This would accommodate students and adults who cannot get to the library when it is open earlier. It would also allow more time for the use of reference materials that cannot be checked out.

Other suggestions were that the high school library should have been made more comfortable and attractive, and the junior high library expanded. The children's library needed more tables. (Actually this may have been more a suggestion for more room, period. The comment was that the books take up too much room, yet it was not suggested that the collection should be cut down.) One high school teacher said that there needed to be more low-reading-level materials in the high school library. Students who needed them were not willing to go to junior high to get them.

Teachers saw the purpose of the library as being jointly educational and recreational, and four of the six felt it had accomplished this purpose. Of the other two, one said the new building was functioning as it should (accomplishing its purpose), whereas the other felt the short hours and restricted use of reference materials kept the purpose from being fulfilled.

Consolidation has made a difference in how these people feel about the library. A teacher who moved to Olney after the consolidation took place said that she has been told that there are now more books and money. However, she still feels library service to be inadequate, and "can't imagine what it was like before." One woman who grew up in Olney and then left for several years came back about three years ago. She said, "Before I left, I didn't use the library. Now I use it and encourage my classes to also. Maybe it's partly a change in me, partly in the library." The library is seen as a busier place, a better reflection on the town. People see it as a more

personal place. They have a particularly possessive feeling about the new building. The whole town donated money to make something special—it belongs to them, so they use it more. This feeling began not with the new building, but before it. The people of Olney know they have something unique in the way the combined library concept works in Olney. They are proud of their library and their town. The community is seen by these teachers to revolve around the schools—if it is good for the kids, then it is good for the town.

Olney is "good, God-fearing country folks," and "when things get tough, we pull together. . . . People work for each other," said one of the high school teachers. She feels this small-town spirit of cooperation makes the combined library a success. People move away and then come back, some after they have families (when they decide they want to raise their children in Olney) some just out of college.

These teachers were supportive of the library staff, noting that even when the library coordinator was not available, she would call back as soon as she could. In addition, the support staff at each of the libraries (except the public library) was seen as very helpful and was cited as one of the reasons why there were no administrative problems.

Some of the teachers felt that there should be more publicity about the library's special services. One noted that having only one campus made it possible to run the four libraries as one—had they been separated, it would not have been feasible.

Students

Six students were interviewed—four from high school, one from junior high, and one sixth grader. While four of them had lived in Olney the majority of their lives, two had lived there only about four years. They ranged from nonreaders to heavy readers.

Without exception, they wanted to talk about the new building and how easy it was to use. Four students mentioned that it was easier to do library work after the libraries were jointly run primarily because there was more information. One student, however, said it was easier to go to Wichita Falls to get a book than it was to try and get one from one of the four libraries in Olney. Four students mentioned that the scattered collections were "a real hassle" to use. The general attitude seemed to be that running the four libraries together was an improvement, but still not really good enough. The new building is what was needed all along.

Having the school library open only during the day in the summer was mentioned by three students as a disadvantage. Two of the three worked and would have preferred to have it open at night as well. Other students borrowed books from friends or bought

books during the summer—or did not read. Younger students went to the children's library where they were able to find what they wanted, and three of them also participated in the summer reading club program.

Only one student mentioned using the public library at all, citing almost the same reason, ironically enough, that no one else used it—no other teenagers were there. It was quiet enough to study, while the high school library was noisy. The general attitude seemed to be that the public library was for adults, and the school libraries were for kids.

In spite of this, there were few objections to younger children using the junior and senior high libraries. Only one student said others were occasionally noisy, but this did not seem to be a problem for anyone. One comment was that the junior high library was too small—but, in general, it seemed to be a popular place to go.

There were some negative comments. For example, there are not enough magazines, and the hard (paper) copies do not go back far enough. The microfiche reader is hard to use, and there is always a line. (This was mentioned by three students.) One student mentioned that, when materials were destroyed, everyone was punished for what only a few had done—not an unusual complaint at all.

Even the nonreaders mentioned that they visited the libraries periodically with their English class and sometimes read magazines on their own between classes. The library education program was mentioned as being helpful to show how a library really works, leading to increased usage of the library.

All of the students said they generally could find what they wanted in the libraries. When they were not able to do so, they felt free to ask to have the book ordered for them. One student felt the auto repair section was not extensive enough at the high school library. The junior high library was mentioned as having enough materials for both recreational reading and school work. An eleventh grader suggested that fines should be charged, especially when there is a waiting list.

Censorship was not considered to be a problem, with most students feeling there should be none. One eleventh grader pointed out that most young people find out what is going on via the grapevine, anyway.

The purpose of the library was felt to be learning, education, both during and after school years, and enjoyment or entertainment. Films as well as books were included in the latter category. Three students felt the library had accomplished its purpose over the last four years, while one felt it had not because of the difficulty of dealing with the separated collections.

The staff seems to be well liked. One high school student noted that more personalized attention was available, that staff took adequate time to make sure the student had what he really wanted. This student, who moved to Olney four years ago, felt people in Olney care about the real person, not the image. In addition, the students believe that some of the young people who complain the most about Olney will want to come back here after they find out how much nicer it is than other places. They cannot really appreciate Olney if they have not lived somewhere else.

In general, students seemed to enjoy the libraries, to be proud of them. One student mentioned enjoying being part of a new concept. The attitude is similar to one mentioned by the Library Coordinator—"It is better than it was, and pretty soon it is going to be even better than it is now!"

Community Leaders

Sixteen community leaders were interviewed. All of them had lived in Olney at least twenty-five years, and several of them had spent their whole lives there.

Although these people all agreed that the combined library concept had been successful in Olney, there were many, varying reasons for their belief. Several points were mentioned by at least two people as reasons for the library's success—more information was made available, the school and public libraries were both improved, and a professional librarian was hired. Combining the libraries also made good financial sense because there was less duplication of effort. It was a coordinated effort that unified the libraries and set a definite goal. Two people mentioned that not everyone knew what was going on, but that the fund drive helped increase awareness. When people contributed money, they began to think of it as their library. Some people felt negative at first about taking the library out of the school, but now many people are in favor of the library even when they never use any one of them. One person's opinion was that the building was absolutely necessary and that it should have been built sooner. Another felt that the libraries were just as functional and successful while run from four buildings and that doing this provided a time of strengthening and unifying in preparation for the new building.

There were also many special qualities in Olney that these community leaders felt helped make the library a success. For instance, good leadership and people who work together were both mentioned by three people. Key people were the city council, school superintendent, and the librarian. People in Olney are interested in upgrading the town and improving the quality of life there. It was obvious that library service needed to be improved. While Olney is a small town, it is not a political town. There are no petty jealousies that can divide people and set them at odds with each other.

Community awareness was high, and there was a lot of publicity. (This was the consensus in spite of the contradictory opinions of two of the community leaders interviewed who stated that there was not a lot of publicity and that the general public was not aware of what was going on.) It was important to include experts from the outside to give their opinions, since these might be given more validity than the opinions of a community member.

The only administrative problem mentioned was that there was a personnel problem at first, having to do with determining who was in charge. However, the first Library Coordinator had strength and, consequently, was able to take over and made the combined library work. Money was no problem, and there was no conflict of interest from either the school or the city. Forming the new board was based on trust, cooperation, and good leaders as were financial decisions. There was some concern that the public library would get swallowed up by the school library, but this did not happen. No regular classes were held in the high school library, although there was some controversy over this point concerning an art class. The board has final say on policy; the Library Coordinator has final say on book selection. Sometimes the board discusses books and suggests deletions from the holdings; the board also approves the purchases from monthly lists of books submitted by the Public Library Advisory Committee.

Advantages of the combined library are the following: (1) there is more access to books for every age, especially children; (2) the high school library is open to the public; (3) both school and public libraries have improved, not just one or the other; (4) more books can be purchased because more funds are available. Duplication has been cut; and (5) a professional librarian has been hired.

The sharing of fiscal responsibility has been excellent, although it works, like the sharing of power, on the basis of trust, with no written agreement. The city is willing to increase support when necessary. People want the library and will do whatever is necessary to keep it going. The city advances its share of the budget to the school district, and the school district then pays all the bills.

Usage patterns have changed since the consolidation. Students do not have to go to Wichita Falls to do library work any more. The family uses the library more now, and usage has increased overall. When financial input increased, it made more services possible. More books of a higher quality could be bought. The collection could be weeded and properly catalogued. The quality of reference materials was upgraded, as was the children's collection. A paperback book exchange was started, and story hours and a summer reading club were begun. At the same time, board policies were upgraded. Teachers wanted their students' scope of interest broadened, and an effort was made to accomplish this.

Few of these sixteen community leaders saw any real problems or mistakes that had been made. However, these leaders did have quite a bit to say to communities that might be considering a combined library program. One woman said, "Make definite policies; get good leadership; be careful with funds; and go slowly. Plan carefully and don't rush. Hurry can turn off your town to the idea. You must prove to the people that it's needed, and make sure the librarian (library staff) is excited about it."

Another person said, "Be sure you're sold, that it's really what you want, before you start. Take your time; feel your way. Be sure one entity isn't lost in the other."

In addition, one woman said, "Don't expect it to work overnight. Plan well; let the community know what's happening at every step of the way. Be careful with personnel—hire the right person. Larger towns without one central school campus will have more problems. Be willing to modify the Olney plan. It has worked here; it can be done."

Another person commented, "It won't work where there's friction. Everyone must work together. You can move too fast. Get good professional help." Finally, a firm supporter of the library noted that good leadership, someone at the head, is important. People appreciate good organization.

APPENDIX D
Olney School Campus

BIBLIOGRAPHY*

1. Aaron, S. L. "Combined School Public Library Programs: An Abstract of a National Study." *School Media Quarterly*, 6 (Fall 1978): 31-37.
2. _____ and S. O. Smith. *A Study of the Combined School Public Library, Phases I, II, III*. Tallahassee: State Library of Florida, 1977.
3. "Action Exchange." *American Libraries* 9 (January 1978): 29-30.
4. American Library Association, Library Administrators Division. *Multi-Purpose or Multi-Type Libraries*. Chicago: American Library Association, 1972.
5. Amey, L. J. and R. J. Smith. "Combination School and Public Libraries, an Attitudinal Study." *Canadian Library Journal*, 33 (June 1976): 351-361.
6. _____. "A Bibliography with Special Emphasis on the Canadian Experience." *Canadian Library Journal* (June 1976): 263-265.
7. Benford, J. Q. "The Philadelphia Project." *Library Journal*, 96 (1971): 2041.
8. Berry, John. "School Public Library Service." *Library Journal*, 104 (May 1, 1979): 989.
9. Belton, F., et. al. "Coquitilam: Centennial High School offers a Limited Level of Public Service from its High School Library." *BCLA Report* 19 (March 1976): 6-8.
10. Burke, J. G. and G. R. Shields. *Children's Library Service: School or Public?"* Scarecrow Press, 1974.
11. Coffing, S. "White Oaks Affair." *Canadian Library Journal* 31 (December 1974): 509-516.
12. Cole, G. "Public Library/School Library Cooperation: Who Needs It?" *PLA Newsletter* 16 (Summer 1977): 15.
13. "Combined School/Public Library Reduces Cost by $500,000." *American School and University*, 47 (July 1975): 10-12.
14. Downes, H. J. "Complimenting and Cooperating: Total Library Service to Children Through Maximum Use of the Children's Room and the Media Center." *Illinois Libraries*, 57 (January 1975): 13-14.
15. Drescher, R. A. "Children's Services/School Services Liasion." *Illinois Libraries* 58 (December 1976): 821-823.
16. Dwyer, James G. *Cooperation or Compromise: School Libraries in Australia*. Adelaide, Australia: Schools Commission, 1978.
17. Dyer, E. R. *Cooperation in Library Service to Children*. Scarecrow Press, 1978.

18. _____. "New Perspective on Cooperation in Library Service to Children." *School Media Quarterly*, 5 (Summer 1977): 261-270.
19. Eldred, W. "Cooperation with Potential: Wisconsin Valley School and System Libraries." *Wisconsin Library Bulletin*, 70 (January 1974): 35.
20. Gale, F. G. "When School and Public Librarians Get Together." *School Media Quarterly*, 6 (Winter 1978): 146-147.
21. Garrison, G. *Total Community Library Service*. Chicago: American Library Association, 1972.
22. Gilluly, M. E. and L. M. Wert. "Cooperation Between Types of Libraries: An Annotated Bibliography, 1969-1971." *Illinois Libraries*, 54 (May 1972): 384-400.
23. Grove, P. S. "Library Cooperation." *Library Trends*, 24 (October 1975).
24. Haycock, K. R. *The School Media Center and the Public Library; Combination or Cooperation*. Toronto: Ontario Library Association, 1974.
25. *"To Combine or Not to Combine the School Media Center and the Public Library." NASSP Bulletin*, 59 (September 1975):67-73.
26. Hirsch, S. D. "Public Library Service in Porirua Schools." *New Zealand Libraries*, 36 (December 1973): 400-405.
27. Horncastle, D. R. "Public Library Within a School; Can it Work?" *APLA Bulletin*, 37 (Winter 1973): 106-107.
28. "Joint School and Public Libraries." *The School Librarian*, 18 (September 1970): 261.
29. Jones, A. "Dual Purpose Libraries: Some Experiences in England." *The School Librarian*, 25 (December 1977): 311-318.
30. Jones, M. "Kurow School/Community Library." *New Zealand Libraries*, 41, No. 3 (1978): 83-86.
31. Kitchens, James A. "Community/School Library: A Place for Reading and Renewal." *The Texas Outlook* 58 (December 1974): 37-38.
32. _____. "Public Libraries and School Libraries—Is there a Better Way?" *Texas Libraries* 35 (Spring 1973): 17-22.
33. _____. *The Olney Venture: An Experiment in Coordination and Merger of School and Public Libraries*. Denton, Texas: North Texas State University, 1975.
34. _____ and Joni Bodart. "Community Library Alive and Well in Olney, Texas." *Texas Libraries* 41 (Winter 1979): 162-166.

35. Kraus, J. W. "Prologue to Library Cooperation." *Library Trends*, 24 (October 1975): 169-181.
36. Kriegh, H. L. "School/Public Library Access: Southwest Wisconsin Explores Cooperative Action." *Wisconsin Library Bulletin*, 71 (May 1975): 109-110.
37. Kuhn, L. "On Public Library/School Library Cooperation." *Ohio Library Association Bulletin*, 47 (October 1977): 21-24.
38. Lange, P. C. and W. E. Hug. "The School, the Community and the Media." *The National Elementary Principal*, 54 (1975): 51.
39. Laughlin, M. "School Media Center-Public Library Relationships." *Minnesota Libraries*, 25 (Summer 1976): 47-50.
40. McDonald, P. "School/Community Libraries." *New Zealand Libraries*, 40 (1977): 51-55.
41. McShane, V. "Best of Two Worlds: A Public Librarian Working with Schools." *California School Libraries*, 46 (Spring 1975): 6-10.
42. Middleton, G., and J. N. Scott. "Wendell Smith Library: a Cooperative Venture in Chicago." *Illinois Libraries*, 58 (September 1976): 553-554.
43. Miller, D. W. "Coquitlam: an Excerpt from the Report, a Public Library Service for Coquitlam." *BCLA Report*, 20 (June-July 1976): 3-8, 7-21.
44. "Newfoundland: Province Halts Establishment of Joint Libraries." *Felicitor*, 23 (October 1977): 1.
45. Palmini, C. "Cooperation Between Types of Libraries: An Annotated Bibliography, 1971-1972 Supplement." *Illinois Libraries*, 55 (May 1973): 358-369.
46. Peterson, H. M. "Public Library Branches in School Buildings." *ALA Bulletin*, 54 (March 1960): 215-218.
47. Pettem, D. "Problems in School and Public Library Resource Sharing." *Canadian Library Journal*, 35 (October 1978): 361-363.
48. Poster, C. "A Joint School and Public Library." *The School Librarian*, 17 (June 1969): 133-137.
49. "Public Library and School Cooperation." *Wyoming Library Roundup*, 27 (December 1972): 4-12.
50. Ramachandran, R. "The Community/School Library Concept in Hawaii." *Unesco Bulletin for Libraries*, 28 (July-August 1974): 200-205.
51. Reddington, M. "School and Public Cooperation—It Can Work." *Pennsylvania Library Association Bulletin*, 31 (November 1976): 129+.
52. "Rocky Road to School Public Cooperation." *American*

Libraries, 4 (November 1973) 594, "Comment." 5 (March 1974): 111.
53. "School/Library Cooperation Can Backfire, Says Librarian," *Library Journal*, 98 (May 15, 1973): 1626.
54. "School/Library Cooperation in Minnesota and Pennsylvania." *Library Journal*, 100 (October 15, 1975): 1881-1882.
55. "Shared Catalogs Aid Students." *School Library Journal*, 25 (December 1978): 10.
56. Shockey, A. "School and Public Library Cooperation: A Call to Action." *Catholic Library World*, 49 (May 1978): 438-440.
57. "SLS (Suburban Library System, Illinois) gets LSCA Grant for School Liaison Post." *School Library Journal*, 22 (April 1976): 16.
58. Stick, D. "Public Library/School Library Cooperation Eyed in Iowa." *Library Journal*, 103 (May 1, 1978): 923-924.
59. Tait, Helen. "School Community Libraries in Australia." *New Zealand Libraries*, 40 (1977): 56-61.
60. "Texas School/Library Merger: A Progress Report." *Library Journal*, 99 (May 1, 1974): 1261-1262.
61. Thompson, B. "School-housed Public Library: One Librarian's Experience." (Centenniel Senior Secondary School in Coquitlam) *Moccasin Telegraph*, 17 (Summer 1975): 47-53.
62. Tobin, B. A. "School-housed Public Libraries." *BCLA Report*, 19 (January 1976): 24-26.
63. Unger, C. P. "School-housed Public Library Revisited." M.A. Thesis, University of Chicago, 1975.
64. Van Orsdel, D. E. "Cooperation with Results: Ramsey County Libraries/Media Centers Serve All." *Wisconsin Library Bulletin*, 71 (May 1975): 113-114.
65. Warncke, R. E. "Total Community Library Service: The Impossible Dream?" *Utah Libraries*, 16 (Spring 1973): 12-18.
66. Welch, T. "Attitudes of School and Public Librarians Toward Combined Facilities." *Public Library Quarterly*, 1 (Spring 1979): 51-67.
67. Weir, D. J. "Counterpoint: Should School and Public Libraries be Combined?" *Connecticut Libraries*, 17 (1975): 13-14.
68. White, R. M. *The School-housed Public Library—A Survey*. Chicago: American Library Association, 1963.
69. Whitney, G. and D. Burgess. "Nix on a Mix—Problems of a School/Public Library." *Virginia Librarian*, 30 (October 1974): 14-15.
70. "Wisconsin Drafts New Statement on School/Library Co-op." *Library Journal*, 101 (September 1, 1976): 1681.

71. Woolard, W. L. "The Combined School and Public Library: Can it Work?" *Library Journal*, 108 (February 15, 1978): 435-438.
72. _____. "A Study of the School/Public Library Concept: Summary, Conclusions, and Recommendations." *Illinois Libraries*, 60 (March 1978): 281-289.
73. Woolls, E. B. "Cooperation and Communication: A Study." *Focus*, 28 (Spring 1974): 16-17.
74. _____. "Cooperative Library Services to Children in Public Libraries and Public School Systems in Selected Communities in Indiana." Ph.D. Dissertation, Bloomington: University of Indiana, Indiana University, 1973.

* This bibliography includes references only to writings on combined libraries and does not include references to cooperation between schools and public libraries.